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ABSTRACT

Selected activities, lessons, and ideas from a cross section of projects and programs used in the Glen Falls City School District are presented in this guide for K-12 teachers. The major objectives of a given unit is to help students develop an attitude of world understanding in every subject area, introducing interdisciplinary activities in social studies, English, science, physical education, business, and art classes. None of the lessons are intended to be used in a prescriptive manner, rather, they are intended as suggestions which the teacher can develop in his own way depending upon the pupils and the setting. Three major parts comprise the handbook. Part one, Sample Lessons, is arranged by grade level. Each lesson lists purposes, and suggested procedures and activities. Part two, Pages of Ideas, includes some activities in Glen Falls Programs, suggests ideas for gaining community support, gives ideas for k-12 classrooms, and provides miscellaneous approaches to world affairs. Part three, an appendix, includes a script for grade 4, a play, and art directions for a primary grade. (SJM)

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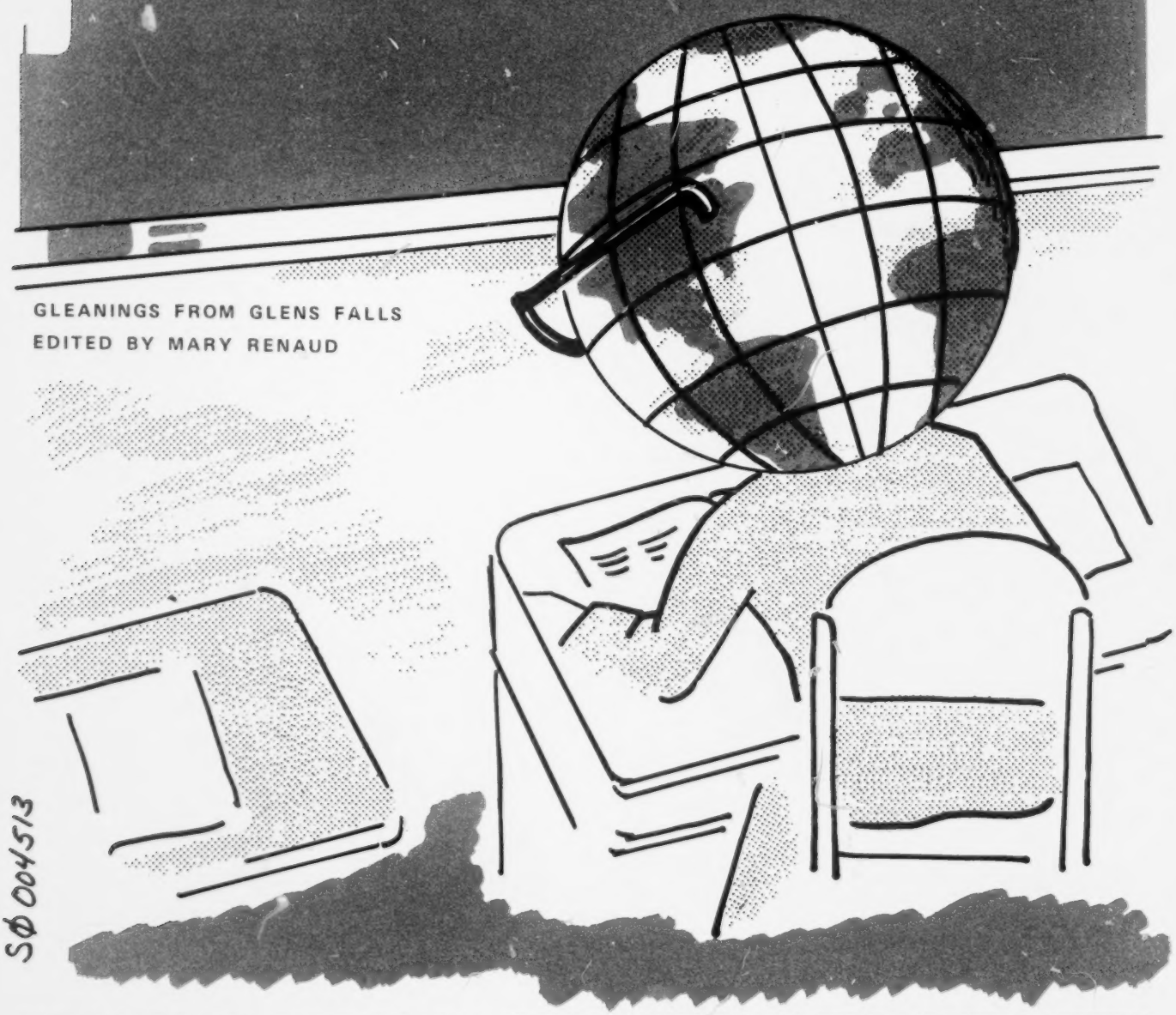
Bringing the World into your classroom



GLEANINGS FROM GLENS FALLS
EDITED BY MARY RENAUD

SO 004 513

NATIONAL COUNCIL FOR THE SOCIAL STUDIES - CURRICULUM SERIES NUMBER THIRTEEN

Bringing the World into your classroom

Gleanings from Glens Falls

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Glens Falls Junior High School

Illustrated by
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Number Thirteen

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Foreword

The Glens Falls Story in the teaching of world affairs was first told through Bulletin No. 35 of the National Council for the Social Studies, entitled, *Improving the Teaching of World Affairs: The Glens Falls Story*. It encompassed a commitment of the entire school staff to "apply a systematic approach or conscious attitude to develop a world outlook in teaching." The involvement of the community in the program, a school-to-school program with an American School in Tunis, affording staff members an educational experience abroad, and the development of appropriate instructional materials. In 1966, ITWA became AWARE—Adirondack World Affairs Resources for Education.

This publication presents "a sampling of ideas, a cross-section of projects, and some examples of programs that have been used in the Glens Falls City School District over the past decade." The ideas, lessons, and activities are arranged by grade levels and are presented in a form which should facilitate their use by teachers in other schools. They are realistic in that they do not require curricular revision or the introduction of new courses. They do require a reorientation of teaching "toward an attitude of world understanding."

Many individuals have contributed to the Glens Falls Story and to the preparation of *Bringing the World Into Your Classroom*. Appropriate credit has been extended these people in the Preface to this publication. The National Council is indebted to these people for their contribution to this important field of learning. We are particularly indebted to Mary Renaud, Librarian, Glens Falls Junior High School, who edited this publication.

RALPH W. CORDIER, *President*
National Council for the Social Studies

Preface

A Word About This Handbook . . .

This publication is intended to be what the subtitle states—"Gleanings from Glens Falls." The pages which follow represent a sampling of ideas, a cross section of projects, and some examples of programs that have been used in the Glens Falls City School District over the past decade. We have attempted to present this material in an informal manner, teacher-to-teacher. We were not attempting to catalog every idea or every program that has ever been used; what we have tried to do is to select a few "ideas" which we thought were interesting and successful—but more especially, a few which we thought might be appealing to classroom teachers.

The ideas we have selected are an outgrowth of a pilot program which was initially sponsored by the National Council for the Social Studies and the Board of Education of Glens Falls, New York. The history and development of this program have been outlined in Bulletin No. 35 of the National Council for the Social Studies, entitled, *Improving the Teaching of World Affairs: The Glens Falls Story.* This publication is not intended as a duplication of the Glens Falls Story but rather a collection of activities, lessons, and ideas which classroom teachers in one school district in northeastern New York conceived with world understanding in mind while planning their regular lessons and activities.

For ten years world affairs education has been a regular commitment with the Glens Falls schools as an effort to develop an awareness in students with respect to the problems of world understanding. This is *not* a course of study or one more subject to add to an already over-crowded curriculum. The philosophy of ITWA is simply to take an existing curriculum or course of study and apply a systematic approach or conscious attitude to develop a world outlook in teaching.

We have made no attempt in Glens Falls to insist that in every classroom, every day the teachers are teaching world affairs. This would have been unrealistic, but what we have done is to attempt to stimulate or to encourage teachers in classes to reorient their teaching, regardless of the subject area, toward an attitude of world understanding wherever possible.

As this world affairs program developed, its influence reached beyond the bounds of our classrooms and our school district. The Board of Education sponsored new and varied ways of stimulating teachers to have a world outlook. In 1964 and again in 1966, the Board and the Glens Falls Foundation provided funds which permitted eight teachers each year to participate in the German-American Cultural Exchange Program, a seven-week summer travel-study experience in Germany. In 1965, the school district was invited by the Office of Overseas Schools of the United States Department of State to organize a school-to-school program with the American Cooperative School in Tunis, Tunisia, for the purpose of exchanging materials, personnel, and taking whatever steps necessary to make the overseas school a model of American education. Since that time eight Glens Falls staff members have visited Tunisia. In addition to this, our district has been responsible for six student teachers being assigned to the school in Tunisia for their practice teaching experience. The community has been involved in a Community Ambassador Program, an American Field Service Program, and the Rotary Youth Exchange Program to mention a few influences this program has had beyond the limits of our classrooms.

As a result of these broadening experiences, invitations have been received by our local teachers to speak to area schools, PTA's, churches, and other interested civic groups. It became clear that ITWA was growing and should expand. The school district made application to the United States Office of Education under the terms of Title III of the Elementary and Secondary Education Act for the establishment of a world affairs center. The U.S. Office of Education supported the grant request; and on September 1, 1966, ITWA became *AWARE.* AWARE is an acronym for Adirondack World Affairs Resources for Education. The AWARE Program is a world affairs service to the public and

Preface

private schools in the seven counties of the Adirondack Mountain region of New York State. The center is a clearing house for instructional materials useful in world affairs teaching and is also the planning agency for teacher training programs in world understanding throughout the seven counties which AWARE serves.

Thus, in ten years the pilot program, ITWA, has grown into a multi-district effort in teaching world understanding. The pebble which was dropped into the pond has made waves which have begun to touch the distant shores. None of it could have been possible, however, without the support and cooperation of so many people: the Board of Education, the professional staff, and the community, who together have given the program the encouragement and support which have allowed it to mature. The program is by no means fully-grown. It is hoped that this publication will serve as one more step, or one new pebble which will cause more waves to reach even more distant shores and, hopefully, with even greater effect.

WILLIAM L. BITNER, III
Superintendent of Schools,
Glens Falls, New York

Acknowledgments

Glens Falls, New York, is the author of this handbook—its teachers, its pupils, and the city itself.

It is in your hands because of belief in the program for improving the teaching of world affairs on the part of the Glens Falls Board of Education. Their generosity released a staff member for a semester to collect and edit the world affairs approaches brought to pupils in the Glens Falls schools.

Dr. William L. Bitner III, superintendent of schools in Glens Falls, and Harold M. Long, director of the ITWA (Improving the Teaching of World Affairs) program, were ever ready to advise and assist.

Dr. Howard R. Anderson graciously accepted requests for editorial review and spent many hours examining manuscripts. His encouragement and wise counseling have been most valuable.

Mrs. Nellie Duell, Mrs. Mary Maynard, and Mrs. Phyllis Marvin kept things running smoothly and efficiently in the Junior High library which is my usual assignment. This left me with no concern but the handbook. My debt to them can never be repaid.

The secretaries, Mrs. Ann Pullen, Mrs. Bernice Durkee, and Mrs. Shirley Patten, who were called on so many times to type materials, deserve a special word of appreciation.

A last minute call for help with a half dozen illustrations was heeded by two gracious and willing friends—teacher, Erika Halus, and ninth grade student, Edith Barrett.

Thanks to Robin Bailey the heavy assignment of redoing all of the drawings for camera art was handled quickly and most capably.

Working at the National Council for the Social Studies office for two weeks gave me a brief insight into, and a deep respect for, the intricacies of publishing. Merrill F. Hartshorn, Executive Secretary of the Council, Joann Sipple, editorial assistant, and the entire staff made my stay pleasant as well as instructive.

Without the teachers, whose work this handbook represents, there would be no handbook. Their interest and ingenuity have been an inspiration. Their graciousness never failed. I salute them.

Included with the teachers mentioned below are several principals who were of great help in alerting me to activities in their schools, and in setting up appointments with teachers.

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Part One

SAMPLE LESSONS

Introduction

World affairs has a place at every grade level and in every subject area. What is introduced, and when, and to what extent depends upon the teacher, the pupils, and the setting.

The teacher must believe in the importance of teaching world affairs, must be interested enough to expand his knowledge, and must be alert to opportunities to introduce the world approach to a topic.

Some of the examples included in this handbook are quite specific as to time or place. This is because all of the lessons and activities were prepared by teachers in the Glens Falls schools.

A few of them could not be repeated, in toto, even in Glens Falls; they were developed because of circumstances existing at that time.

Even the specific, even the localized, however, can suggest an approach, can provide direction. An interested teacher will recognize the need for adaptation.

None of the lessons is offered as a plan to copy. They are all intended as suggestions which a teacher can develop in his own way with his own community, his own school, his own students in mind.

Because people, materials, and opportunities were available and because the culture is quite different from ours, Japan became the focus of attention in many Glens Falls classrooms.

Teaching about Japan (or any other country, area, people, culture) may take the form of . . .

. . . a simple question and equally simple answer.

. . . a ten-, twenty-, or thirty-minute discussion flowing from something in a textbook, from a comment in class, from a conversation or a television program outside class, from objects brought to class.

. . . a one-day or one-week lesson planned by the teacher or growing spontaneously from pupil interests.

. . . a unit of study of wider range or greater depth.

EXAMPLES:

Grade One .....(Brief unit) because a visitor sparked interest.

Grade Three .....(Tape exchange) because pupils reached beyond the planned study of the United Nations.

Grade Four .....(Assembly program) because a class shared a teacher's enthusiasm for a magazine article about the Japanese love of beauty.

Grade Five .....(Unit of study) because a teacher following a study of the United States guided her pupils to a review that contrasted what they had learned about their country with another country in some ways similar and in others, different.

Grade Eight .....(Unit in art) because a teacher felt that pupils should be aware of the styles and techniques of the art of a different culture.

In addition to these which may be found in the section on sample lessons and activities there is a brief description of a Japanese party on page 85.

The Sample Lessons

KINDERGARTEN

A Kindergarten Meets the World on Columbus Day
Our World

PRIMARY

Around the World in December
Austria Comes Alive
An Exchange Program in Grade Three
First Graders Learn about Hawaii
Let's Play Some Games
Peer Gynt Introduces a Primary Grade to Norway
A Primary Grade Looks at Mexico
Story in a Reader Creates an Interest in Switzerland
A Teacher Shows Slides of Mexico to First Graders
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INTERMEDIATE

Crossing the Border into Canada
A Fourth Grade Assembly Program on Japan
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The World of Insects
Writing Letters to Scotland

Junior High

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Visitons Paris (French Class)
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Senior High

Biology Unit on World Health
Chinese Painting in a High School Typing Class
Have Boss Who Travels (Secretarial Practice)
Lesson on the Poem, "Mending Wall"

Special

Eyes on Europe (School-Wide Theme)
Hands Across the Sea
Junior Red Cross

23

A Kindergarten Meets the World on Columbus Day

Purpose

TO PRESENT a background for understanding one of our holidays.

TO DEVELOP the concepts of distance.

TO SHOW how people long ago and today differ in appearance but are basically alike.

TO INTRODUCE the globe.

TO HELP children express themselves.

TO PROVIDE opportunities for children to follow directions.

Suggested Procedures And Activities

First Day

ANNOUNCE the upcoming holiday.

READ or tell the story of Columbus.

Second Day

REVIEW learnings obtained from the story of Columbus, especially as related to dress and travel. (Children sit around the teacher.)

OBSERVE bulletin board pictures of Columbus and his three ships. (All stand around the bulletin board.)

RECALL information about the pictures.

ASK the children to locate themselves at tables where there are dittoed sheets (sample on page 6), and crayons.

DEMONSTRATE each step at the easel and after each demonstration ask the children to proceed.

HAVE the children find a green crayon.

ASK the children to color a little of the country that Columbus came from.

HAVE them color the land Columbus visited.

ASK the children how Columbus got from Italy to America.

HAVE them draw a boat on the dittoed sheet and color it.

SHOW the children a globe.

ASK them what it is a picture of . . . what shape it is . . . what Columbus thought was round.

POINT out that land is usually colored green, and water, usually blue.

PUT a cut-out of Columbus on Italy and a cut-out of an Indian on America.

ASK how Columbus got to America (repeating a former question).

COMMENT that there is no water showing yet on their pictures.

ASK the children what they must do next. (The answer should be to color the water area.)

CHECK to be sure they take a blue crayon.

HAVE the children color the water areas on their maps.

HAVE the children put on their pictures a colored mitten to represent Columbus and a feather for the Indian.

SUGGEST that the children take their pictures home.

A Kindergarten Meets the World on Columbus Day

Christopher Columbus said, "The world is round. I can sail across this ocean to spice countries." He sailed and got a surprise. He found a new land we now call America.

Our World

Purpose

TO DEVELOP an elementary understanding of the relationship of the science of global geography to the way of life in three major climate areas of the world—the jungle, the desert, the Arctic.

TO DEVELOP simple scientific concepts concerning the world and its place within the universe.

TO DEVELOP habits of positive, logical, critical thinking as to why people of the world eat, dress, and house themselves as they do.

TO DEVELOP feelings of understanding and empathy for cultures other than our own.

TO TRY to overcome any feelings of superiority to, or mere tolerance of, other cultures.

TO BROADEN the children's background of general knowledge concerning scientific and social information about the world.

Suggested Procedures and Activities

READ to the class at story time a little of the book, *This is the World* by Pease.

BUILD on the interest exhibited by the pupils.

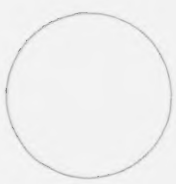
READ a jungle story, *Marie Mello and Her Monkey* by Whitlock, because the word jungle thrills the children.

DEVELOP their enthusiasm for the jungle by helping them learn interesting things about the jungle.

TALK about the desert and the cold lands (Arctic).

INVITE the science consultant to meet with the class and help them draw up an outline of study.

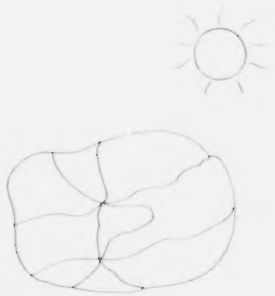
MAKE picture charts to illustrate pupil learnings about the world.



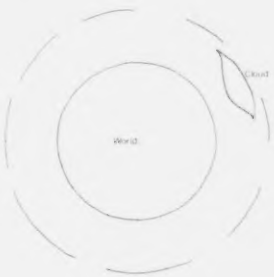
The world is round.

The world has water and land.

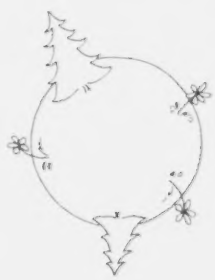
The world has dirt, rock, fire.



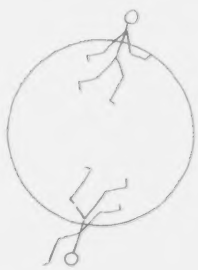
Inside the rock are gold, silver, etc.



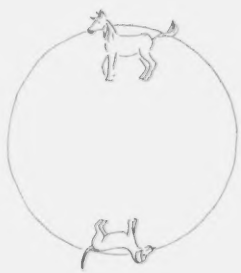
All around the world is air. The sun is way, faraway beyond the air. Clouds are in the air.



Plants are on the world. (Draw trees and flowers and paste on.)



People are on the world. (Cut out pictures of people and paste on.)



Animals are on the world. (Use stamps from animal stamp books.)

MAKE experience charts concerning knowledge gained from reading and experiments about the sun and the air. Have the children dictate the information while the teacher writes it on big story paper.

PERFORM experiments to gain the concepts listed on the charts.

Our World

Sun

LOOK at the sun through dark glasses. Note that it looks round and small.

TAKE a nickel. Hold it very close to the eye. See how big it looks. Have a child go to the far end of the room and hold the same nickel up for all to see. Note how small it looks from there.

STAND in the sun. Feel its warmth.

WASH some doll clothes. Dry some in the sun. Dry some in a dark place. Which dries first?

WATCH the sun hasten "water evaporation" on the sidewalk.

LET children watch a camera light meter register light in the dark, in moderately light, and in very bright sunlit areas.

TAKE a healthy plant away from the sunlight. Watch it grow pale and begin to die.

PLACE two thin pieces of red or blue construction paper on a sunny window ledge. Cover one piece with cardboard. Leave the other exposed to the sun. Compare the pieces a week later. Note how the strong sunlight has faded one piece.

HOLD a prism up to the sunlight. Look on the sidewalk. Note the rainbow colors there. (When we can "slow down" sunlight enough to look at it carefully, we find our colors there.)

PLACE thin paper, a piece of wool, or a crayon under a magnifying glass. Bring sunlight to a pinpoint on the glass. Watch the heat burn the objects.

MAKE a snowman. Watch the sun melt it.

Air

HOLD the nose closed. See how soon we open our mouths for air.

PUT a healthy plant in an airless place. See it begin to die.

PLACE a pan of water on a shelf. Place a twin pan of water on another shelf, but cover this pan tightly. Note that the covered pan remains full. Note that the open pan has a little less water each day. Since the pan has no leaks, the water must "evaporate" into the air.

LEARN poems about clouds.

WATCH older children fly their kites. Make pinwheels and fly them on a windy day.

OPEN a newspaper wide. Have a child hold it in front of him and run fast. Have another child run without a paper. See how the newspaper holds the first child back.

WASH doll clothes. Hang some in the wind, and some away from the wind. Which ones dry first?

LIGHT a candle—in a jack o'lantern or in a candlestick on a table. Cover all the "jack" face openings, or place a glass jar over the table candle. Watch the fire go out. What do we take away from it? Air!

OBSERVE an "empty" bottle. Put it into a big pan of water. Watch the air bubbles come out as water goes in.

SIPHON out water from a pan to a jar. Note how air from above the pan pushes the water out.

TAKE a big soda straw. Flatten one end into a mouth reed. Note no sound coming from the straw. Blow hard on the reed end. Note the low tone result. Continue to blow as we rapidly cut snips off the end of the straw. Note that the tone becomes rapidly higher. Note that it takes air in motion to make the sound.

BOIL an egg . . . hard. Remove the shell. Build a fire in a milk bottle. Place the egg (which we already have seen is too big for the bottle top) over the top. Note the egg being "pushed" into the bottle as air from the room rushed to get into the emptying bottle.

REVERSE the process. Have a child hold a bottle top close to his mouth and blow air into the bottle until the bottle is overly full of air. The excess air pushes the egg back out.

Make a Globe

USE two barrel hoops as a frame.

PLACE one inside the other, turned in opposite directions. (See Figure I.)

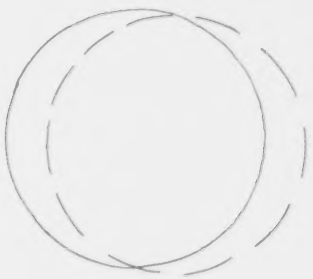


FIGURE I

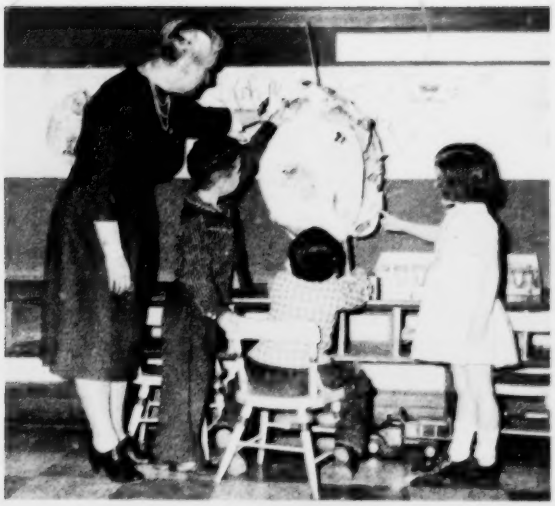
FIGURE II

MAKE four petal pieces, each large enough to cover a section of the globe. (See Figure II)

PASTE the petal sections to the globe frame and let them dry. Put a pole stick through the globe, at a slant angle.

DRAW land areas on the dried globe and paint them brown. Paint the rest of the globe blue (for water).

PUT a 150-watt bulb on the end of a lead cord—or a projector light—to represent the sun.



A kindergarten teacher examines with pupils a papier maché globe which they have made.

COMPLETE the globe needs as we do the following experiments:

TURN the world slowly on its axis. Note that as one side of the world gets the sun, the other gets darkness . . . causing day and night.

HOLD the world still. Hold the "sun" still. Observe carefully the "sunlight." Note that there is much greater "sunlight" in the center of the world —thus it is hotter there.

TIE a string around the center of the earth and call this the "hot belt." Through reading, determine that jungles develop there, if there are rivers and swamps and lakes. Deserts develop if no water is available.

NOTE the "top" and "bottom" of the world—the polar regions. They get very little light. By deduction, determine that they will be cold lands, due to lack of sunshine, and will look as we do in winter—covered with ice and snow.

COMPLETE globe study with a gravity experiment.

PLACE a strong rubber band around the feet of a thick cardboard doll. Nail the rubber band firmly to the globe. Pull the doll by her head as far as the rubber band will stretch. Let go suddenly.

NOTE that the rubber band pulls the doll back to earth. That's how gravity pulls us back and keeps us from falling off the earth.

Climatic Regions

TEACH about the jungle, desert and cold lands what they look like, what grows there, animal life, homes, food, and the dress of the people.

CONSTRUCT model scenes of each climatic region.

THE JUNGLE

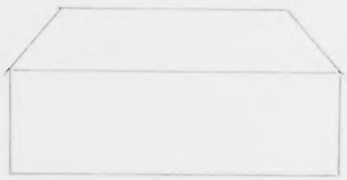
USE a cardboard frame about two yards long and two feet wide, on which the children will paint green land, into which runs a winding, big blue river.

HAVE each child sketch on manila paper, size 12″ x 18″, his idea of a mass of jungle vines, trees, bushes, etc. Make all marks with heavy green crayon. Paint over this a thin coat of very, very watery green poster easel paint. (The total effect is one of greenness.)

PASTE together enough of these drawings to make a strip of scenery long enough to cover the two ends and the back length of the scene board.

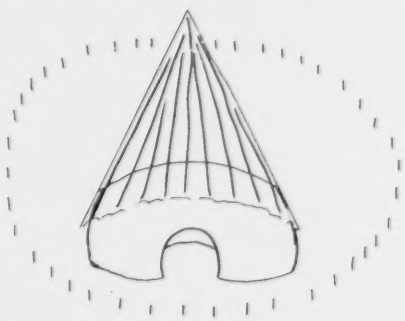
MAKE gay crayon birds, butterflies, and flowers. Cut them out and paste them into the green tree and vine background.

MAKE three types of jungle homes:



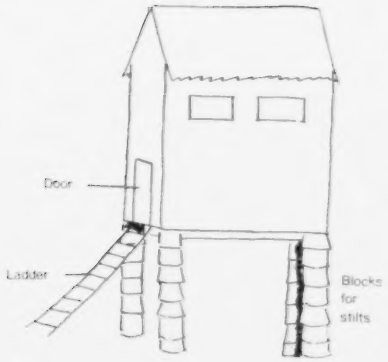
The Malaka

COVER a shoe box with green and tan construction paper which has been slit to look like fringe . . . giving a thatched look. Make a painted roof to the box, and cover likewise. No windows. A small doorway. Many families can live here.



The Mud Hut

FORM a large ball of brown modeling clay into a big flat-bottomed bowl. Cut away a small doorway. Cover the bowl with the cone top of fringe. Using tag board cut in 3-inch strips, let children put heavy brown lines across the paper to give the effect of a wooden fence. Stick fence sections together with Scotch tape, and place it around the hut.



Stilt House

COVER a small square box with fringe. Cut out small windows and doors. Put on pointed fringed roof. Place the house up on wooden blocks. Make a tag-board ladder to climb into it.

DRAW sample trees, such as banana tree, casava tree, a nut tree, coconut tree, rubber tree, cacao tree, etc. Cut out and place upright on the jungle floor. Place pails on rubber trees.

DRAW jungle people, and place them on the scene. Give some people bows and arrows.

MAKE a garden of squash, pumpkin, sweet potatoes, etc.

MAKE clay dishes, a stewing pot and outdoor frame for it, and plaid crayon mats with a fringe edge to represent straw mats for use in home yard.

PLACE "stamp book" animals in appropriate places on model (e.g. lion in a den or among rocks; tiger in a tree branch; hippopotamus in river, crocodile in river; domestic cattle in a fenced enclosure).

DESERT

USE another cardboard frame the same size as the jungle one. Paint a medium-sized blue pond at a desired spot on the frame. Cover all the rest of the frame with wallpaper paste. As paste is spread, have children sprinkle sand over the paste until the frame is covered.

DRAW big mountains on 12" x 18" paper. Color the mountains purple. Paint all the sky space a pale, watery blue, and all the mountain foothills pale, watery green. Fasten the pictures together and cover the two ends and back of the frame to give a "distant mountain" effect.

MAKE Joshua trees, and various cacti plants and blossoms to set here and there on the desert floor.

MAKE date palms and place them around the oasis pond.

PAINT white several small (3" x 5") gift boxes, and set them side by side to represent the oasis village.

MAKE an oasis garden of melons, squash, wheat, and olive, apricot, and fig trees.

MAKE a nomad shepherd tent, using some twigs for poles, and a piece of striped dish towel for a cloth roof.

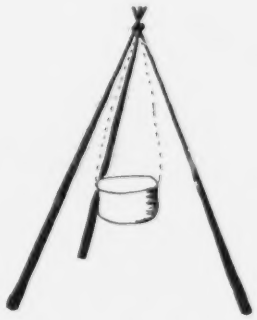
MAKE desert people by dressing some cardboard paper dolls with white cotton wrap-around garments plus the head piece. One figure might wear the wool "burnoose" robe.

DRAW and place on desert floor such animals as spiders, snakes, lizards, scorpions, rats.

PLACE many "stamp album" camels on the scene and add a donkey.

ILLUSTRATE oriental rugmaking by placing an attractive wallpaper sample on a stick frame.

PLACE a stewing pot on the desert floor near the nomad tent.



THE ARCTIC

USE a long cardboard base. Put wax paper ice in various spots for frozen water. Cover the "ice" with Saran wrap to give a sparkling effect.

COVER the rest of the floor area with cotton. Place a few little block piles underneath it in spots to suggest drifts.

HAVE children draw a wavy blue crayon across the 12" x 18" white drawing paper to suggest mountains of snow in the distance. Paste these together for background, as in the jungle and desert. The total effect is one of whiteness.

MAKE round cotton snow mounds here and there to suggest igloos. Put cotton tunnelways in front of them.

CUT out from magazines dog sleds and dog teams to place on the scene.

PUT "stamp album" animals on the scene—walrus, seal, reindeer, polar bear, white fox, white rabbit.

MAKE Eskimos by covering cardboard figures with fur. Place these about on the scene.

MAKE a paper kayak for the water area.

MAKE a harpoon.

EXHIBIT articles made of bone and ivory.

HAVE food parties for each area studied.

LET each child sample a piece of fresh coconut, banana, brazil nut.

LET each child sample olives, figs, dates, and apricots.

COOK a "frozen fish" and let each child have a taste.

TEACH songs such as:

JUNGLE

"The Lion", *Sing and Play*, by Crownshield.
"The Hippopotamus", *Songs for Early Childhood*, edited by Curry and others.
"The Tiger", *Songs for Early Childhood*, edited by Curry and others.
"The Crocodile", *American Singer*, by Berg.

DESERT

"The Camel", *Music for Early Childhood*, by Osbourne.

ARCTIC

"The Eskimo", *Rhythms and Rimes*, by Glenn.

HAVE children make up second verses for the songs.

HAVE the children learn poems, such as:

JUNGLE

"The Monkey"

"A monkey made a face at me,
And then he climbed a nearby tree.
He swung by his tail, to and fro,
The way small monkeys do, you know.
I listened to his chattering,
While back and forth he's swinging,
And I said to a friend of mine,
'I guess that's a real monkey-shine.'" [1]

"The Leopard"

"The leopard was counting her polka dots,
And, oh, she had just lots and lots!
Then she crossed the river, and winked an eye;
I was so scared I hurried by." [2]

DESERT

"The Camel"

"The Camel humps up
Where he should hump down.
His tail is limp
And furry and brown." [3]

ARCTIC

"The Seal" by Dorothy Keeley Aldis.[4]

PLAY the "Thinking Game." (The teacher asks thought-provoking questions about the areas of learnings completed. Children think out the answers, e.g., "I grow bananas in my back yard. Where do I live?" Answer: the jungle.)

TEACH a poem that seems to express well what hopefully will be the pupils' new "world" understanding.

"Everybody"

"Everybody has two ears,
Everybody has ten toes;
That's how everybody hears,
That's how everybody goes." [5]

ADD extra verses for the poem.

MAKE up and present to the school and to parents a play that incorporates what the children learn from this unit. (Play script may be found in the appendix.)

Primary Grades

Around the World in December (Assembly)

Purpose

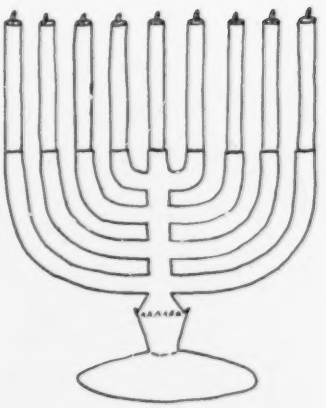
TO HELP children realize the contributions of many cultures to the American way of life.

TO HELP children appreciate the culture of other peoples.

TO DEVELOP a sense of pride in individual ancestry and in our common heritage.

TO SHOW that all people celebrate holidays, but not all in the same way and not always even the same holidays.

TO LEARN some of the holiday customs of people in other parts of the world.



Suggested Procedures And Activities

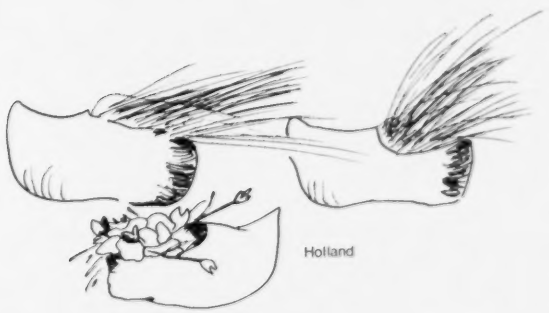
CANVASS the class to see if any pupil (or his parents) is foreign-born.

HAVE the children ask at home what nationalities they represent.

DISCUSS the ancestry of the pupils.

LOCATE on a map the places where pupils' ancestors originated.

SEARCH out different holidays in December.



DISCOVER how these various holidays are celebrated.

TEACH the different ways children all over the world celebrate Christmas.

SHOW filmstrips about the Christmas celebration in Norway, Germany, England, and Mexico (or any other countries).

TEACH the origin of many customs connected with our celebration of Christmas and Chanukah.

DO individual research on countries.

INTERVIEW local foreign-born residents.

STUDY the traditional costumes of other lands.

NOTE the climate of the various countries and the languages spoken there.

SELECT pupils to represent certain countries: Austria, England, Finland, Germany, Israel, Italy, Norway, Poland, Russia, Sweden, United States.

TEACH Christmas songs and other songs of other lands.

TEACH the Mexican hat dance.

COLLECT or make tree-trimmings representative of the countries being studied.

TEACH the song, "Peace Comes with Understanding."

TEACH the poem, "Friendship Tree."

PRESENT an assembly explaining or demonstrating December holidays around the world including trimming a tree with trimmings representative of several countries.

Austria Comes Alive

Purpose

TO INTRODUCE children to people of another land.

TO HELP children realize that there are children like them living in other countries.

TO CREATE an awareness of similarities as well as differences between peoples.

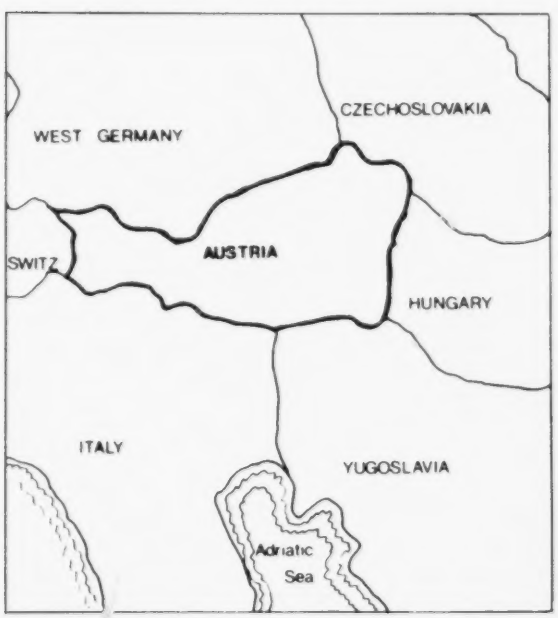
TO HELP children recognize that where people live influences their way of life.

Suggested Procedures And Activities

PREPARE a bulletin board with pictures of Austria.

DISPLAY pamphlets, travel posters, and books about Austria.

LOCATE Austria, its cities and rivers, on a map and on a globe.



SHOW slides (taken by a local teacher who had visited Austria).

NOTE that Austria is a mountainous country.

TALK about the natural resources of mountainous regions.

CONDUCT a science experiment showing how electricity is produced from water power.

INVITE a local teacher (or other person in the community), a native of Austria, to talk to the class.

DISCUSS the way of life of the people of Austria.

TEACH simple German phrases.

EIN, ZWEI, DREI, VIER

GUTEN MORGEN

GUTEN TAG, KINDER

TEACH the children to count in German.

BRING in traditional Austrian costumes—dirndl skirts and *lederhosen*.

TEACH Austrian folk songs.

"The Kuckoo"

"Ich Bin Ein Musikanter"

"Edelweiss"

STUDY Austrian holiday customs.

REENACT the Epiphany celebration.

CELEBRATE *Perchtenlauf Tag* (Scare Winter Away Day).

MAKE masks with drawing paper, crayon, and string.

WEAR masks and use bells and drums and "scare" winter away.

An Exchange Program in Grade Three

EDITOR'S NOTE: This sample is presented as a report of an activity. A study of the United Nations aroused the children's curiosity about the people and the countries of the U.N. This led naturally to the questions: "How can we find out?", "What do we want to know?", "What do you suppose other people want to know about us?" The children decided to make the direct approach, by contacting children of other lands.

Purpose

TO FILL the need for accurate information about people and places.

TO BEGIN building a library of material, on the child's level, about other people and other places.

TO HELP children develop desirable attitudes toward work, play, subject matter, things, people, places.

TO HELP children identify themselves with their own country.

TO DEVELOP healthy, wholesome attitudes toward world neighbors.

Procedure

EACH child made an individual booklet about himself. The booklets included snapshots, photographs, and drawings, stories about the child, his family, his friends, his pets. Some of the booklets contained menus and favorite recipes contributed by the mothers of the children.

The booklets were sent to Finland, India, and Italy (countries chosen by the children) with the request for an exchange by children of those countries.

Following a social studies lesson recorded on tape, the group suggested that they make a tape giving information about themselves and their school and send it to another U.N. country. This time Japan was selected.

A third-grade class of Hiroshima, Japan, responded not only with a fine tape but also with water color and brush paintings which inspired continued exchange.

The Glens Falls class prepared another booklet to be sent to Japan. They wrote individual and group stories—Our Clubs, Our School, Our School Subjects, Our Food—and included pencil drawings.

Mr. Sawamura explains Japanese calligraphy to the class.

Mr. Eiichi Sawamura, of Kochi, Japan, participant in a U.S. International Teacher Development Program, sent by the U.S. Office of Education to observe the Glens Falls schools, translated a recently-arrived tape from Hiroshima and taught the class a Japanese song to include on their return tape.

When, after two years, the Hiroshima exchange terminated with the death of the Japanese teacher, the contact with Mr. Sawamura was extended to include a tape exchange.

The tape from Mr. Sawamura's pupils introduced to the class a Japanese boy and girl who gave lessons in a Japanese song which the Glens Falls children were asked to learn.

The return tape from Glens Falls included:

. . . the song the class had been asked to learn.
. . . the song taught by Mr. Sawamura when he was in Glens Falls.
. . . instructions for two American songs done with motions.
. . . greetings from the teacher and principal, an area Japanese couple, Mr. Sawamura's host family in Glens Falls, the three Glens Falls classes who had met him.

First Graders Learn About Hawaii

Purpose

TO EXTEND map study.

TO DEVELOP interest aroused by a study of the United States.

TO HELP children become more familiar with our newest state.

TO INTRODUCE children to a culture quite different from ours.

TO USE Hawaii as a theme around which to correlate science, art, social studies, music, language, physical education, and foods.

Suggested Procedures And Activities

Science

INVITE the science supervisor to talk to the class, telling how the Hawaiian Islands came into existence.

SHOW a science film, *Earthquakes and Volcanoes.*

PERFORM a science experiment with a model of a volcano and ammonium dichromate powder.

Foods

LOOK at pictures of pineapples.

LOOK up information about pineapples in encyclopedias.

EXAMINE a fresh pineapple, cut it and eat it.

FOLLOW the same procedure with coconuts, bananas, and sugar cane.

Art

LEI

TALK about what it is and include some background information.

NOTE that May 1 is Lei Day in Hawaii.

EXAMINE leis obtained at the New York World's Fair.

MAKE leis from tissue.

HAWAIIAN FLAG

DISCUSS Hawaii as the fiftieth state.

NOTE the state nickname—Aloha State.

COLOR the outline flag on the dittoed sheet. (See sample on page 20.)

MAKE pictures of Hawaii based on information in encyclopedias which the teacher will read to or interpret for the children.

Music and Physical Education

LISTEN to Hawaiian music.

TEACH how to use hands and hips to do the hula.

TEACH the lei song.

"With Needle and Thread and Flowers", *The Whole World Singing,* by Thomas.

COMPOSE an original song.

THE ALOHA STATE

Language Arts

WRITE a book about Hawaii including a page about each area studied.

ADD a page of vocabulary.

aloha	–good-by or hello
ukulele	–musical instrument
hula	–Hawaiian dance
lei	–flower necklace
poi	–root of plant (food)
mahalo	–thank you
keiki	–children
makuahine	–mother
wiki-wiki	–hurry up

WRITE letters to a school in Hawaii.

READ or examine pictures in books about Hawaii.

Visitors

INVITE a local teacher who had studied there to show slides of Hawaii.

INVITE a local Hawaiian woman to talk to the class and to teach the hula.

Others

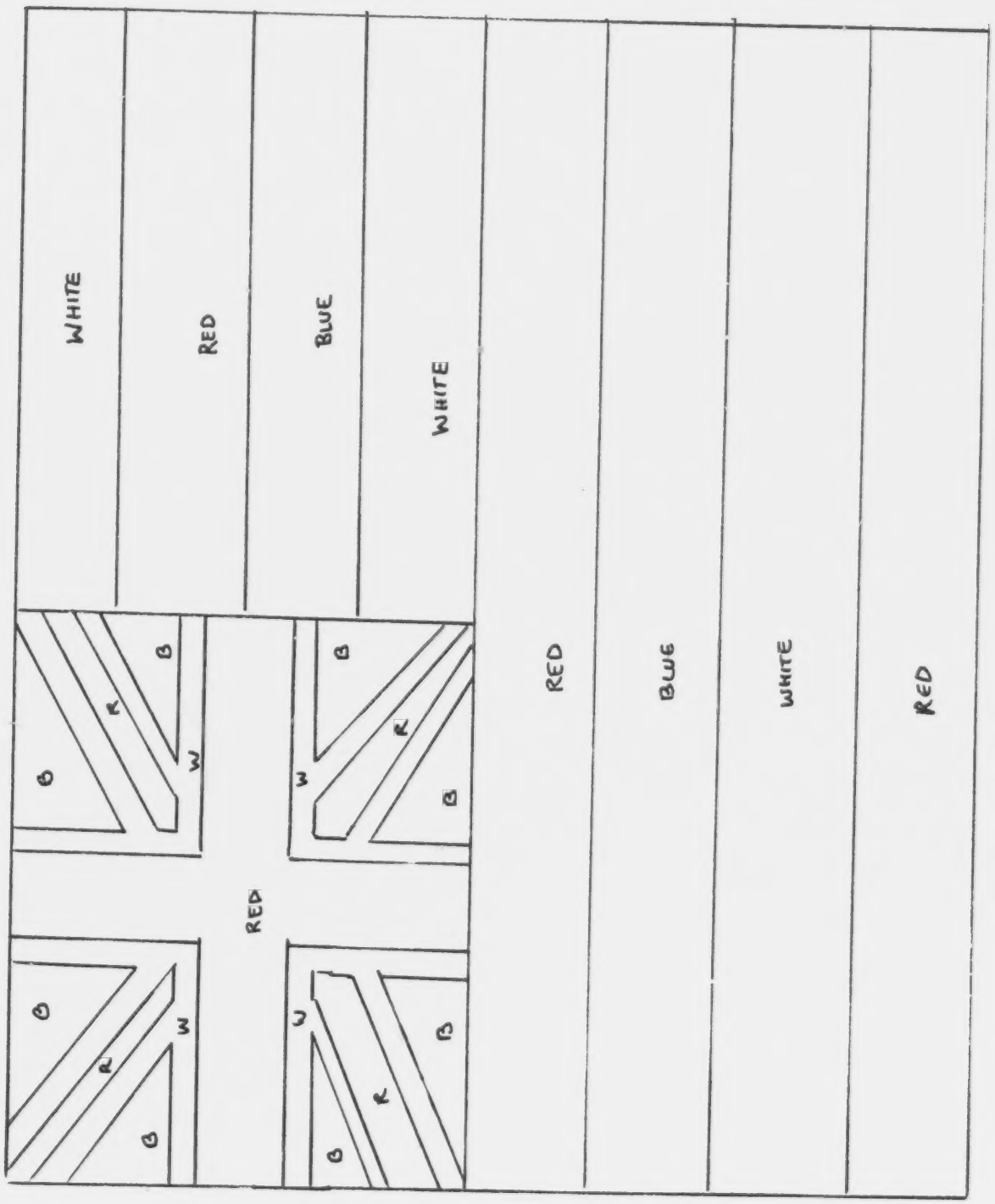
VISIT the library to look for pictures of volcanoes (first experience with encyclopedias).

SECURE posters of Hawaii from airlines.

PLAN and present an assembly.

First Graders Learn About Hawaii

The State Flag of Hawaii



Let's Play Some Games

Purpose

TO ENRICH children's understanding of people around the world.

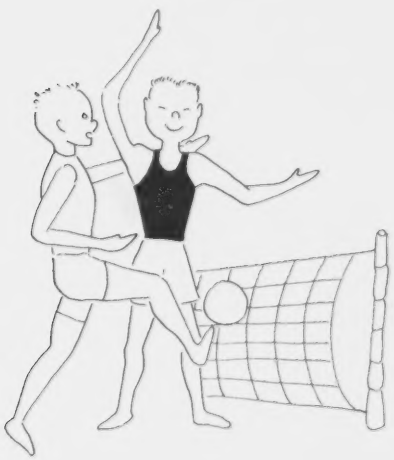
TO HELP children realize that boys and girls all over the world work, play, eat, and sleep much the same as they do.

TO DEVELOP an understanding that cultures, skin, coloring, climate, and topography may differ, but children are alike all over the world.

Suggested Procedures And Activities

ENCOURAGE pupils' enthusiasm for the square dances and folk dances they learn in gym class.

STUDY the different geographic sections of the United States represented by some of the dances.

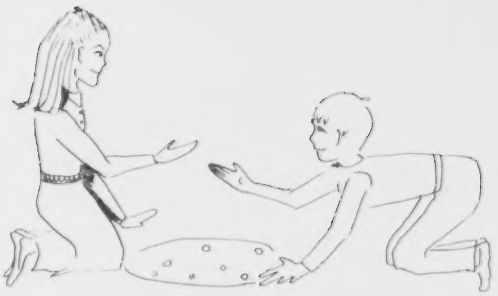


READ stories of countries in other parts of the world that are similar geographically to parts of the United States.

EXTEND this introduction to various parts of the world by studying each country's climate, homes, dress, language, music, games.

DEVELOP pupils' interest in the games played by boys and girls around the world.

DRAW comparisons between other countries and the United States, and, when possible, between other countries and the local community.



FOLLOW as closely as possible with several countries the following pattern used for the study of Norway:

DISCUSS the great mountains and long narrow valleys of Norway created by glaciers thousands of years ago.

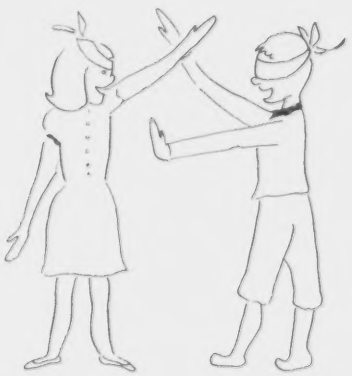
COMPARE them with the formation of the Adirondacks and Lake George, or other similar geographic features.

NOTE the climate and location of Norway in relation to that of the community.

READ the legends of Thor.

TEACH about Edvard Grieg.

LISTEN to the record, "Edvard Grieg—His Story and Music."



TEACH a popular Norwegian game—*Toonerose* (pronounced Thornrose) which is similar to Sleeping Beauty or Statue Tag.

PREPARE a bulletin board with original illustrations done by the pupils comparing a child from Norway and a child from the community.

WRITE a play about the games played by children around the world.

Peer Gynt Introduces a Primary Grade to Norway

Purpose

TO CREATE an awareness of other people and other lands.

TO AROUSE an interest in people of other lands.

TO INTRODUCE children to a country which can come alive for them in the presence of an exchange teacher.

TO DEVELOP a realization of the many similarities, as well as the differences, that exist between Norway and the United States.

TO POINT out that similarities and differences exist among all peoples of the world.

TO SELECT a theme about which to build lessons in art, music, language arts, and social studies.

Suggested Procedures And Activities

PLAY with no introduction nor explanation a recording of *Peer Gynt Suite* for a few minutes at a time as the children enter the classroom in the morning or during a quiet time of the day.

ALLOW time for the children to become accustomed to the music.

TELL the story of the composition and a little about its composer.

LOCATE Norway on a world map.

COLOR outline maps of Norway.

INDICATE the relation of Norway to the rest of the world.

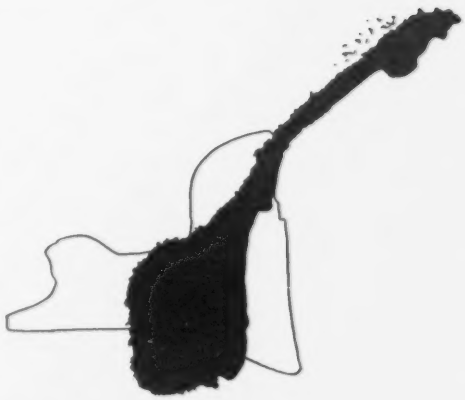
COMPARE Norway's population to that of New York City.

SUPERIMPOSE a cut-out map of Norway onto a New York or other state map to give the children an idea of the size of Norway.

PRESENT the Vikings as historical background.

MAKE Viking ships and side shields.

MAKE flags and display them.



RELATE the events of years ago to the events of today.

SHOW filmstrips.

USE the book, *The World and Its Peoples: Scandinavia* (Greystone Press).

DISCUSS the major cities of Norway.

STUDY the main industries, especially shipbuilding, fishing, and forestry.

DRAW pictures of industries.

DISCUSS the Gulf Stream and how it keeps ports open.

READ books about Scandinavia.

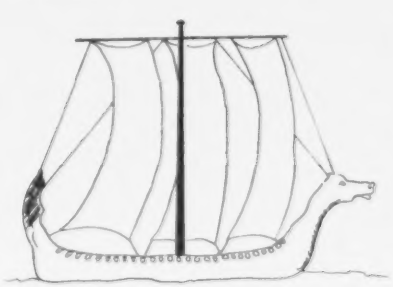
STUDY pictures in the encyclopedia and in other books.

ENCOURAGE questions and discussion as opportunities for developing facility in language arts.

DISCUSS names and point out that different people often have different names.

EXTEND vocabulary to include words like peninsula, fiord, Arctic Circle.

MAINTAIN a bulletin board and a display table for samples of each item made.



A Primary Grade Looks at Mexico

Purpose

TO ACQUAINT children with the world beyond their community, specifically with an introduction to Mexico.

TO HELP children realize that people in Mexico eat, sleep, go to work, go to school, celebrate holidays . . . but not always in the same way we do.

TO HELP children understand that other people look upon *us* as foreigners and that to be different is not to be funny.

Suggested Procedures And Activities

Language Arts

TEACH Spanish words, phrases, and numerals.

TEACH color words using different colored cut-out sombreros displayed on a bulletin board.

TEACH number words using cut-outs of small Mexican beans.

Art

(See directions in appendix.)

HAVE each child make his own serape.

MAKE a flag of Mexico.

COLOR and paint paper plates (good quality) to illustrate decorated clay plates.

WEAVE paper place mats to demonstrate Mexican woven reed mats.

MAKE a piñata.

Social Studies

LOCATE Mexico on a map and on a globe.

SHOW pictures and talk about the Mexican people, what they look like, what they eat and wear, what kinds of homes they have.

VIEW pictures of Mexican landmarks and Mexican culture (handcraft, art, dances, clothing, foods, recreation).

DISCUSS types of land features and climate and length of time involved in traveling to Mexico.

Other

OBSERVE Mexican jumping beans.

TEACH the Mexican Hat Dance.

DISCUSS holidays, pointing out that some Mexican holidays are different from ours and those that are the same are not always celebrated in the same way (e.g. piñata at Christmas).

HAVE a piñata party at Christmas.

PRESENT an assembly in which the children demonstrate what they have learned about Mexico, sing songs, and do the Mexican Hat Dance.

Story in a Reader Creates an Interest in Switzerland

Purpose

TO HELP children sharpen their comprehension in reading.

TO HELP children develop their powers of observation.

TO HELP children draw conclusions about the authenticity of a story.

TO INTRODUCE children to another country.

TO GUIDE children to an understanding of some of the ways in which their lives are like those of Swiss children and some of the ways in which they are different.

Suggested Procedures And Activities

READ the story, "Bell Ringing Contest" from *Climbing Higher* by McKee and others.

DISCUSS the story in class.

DRAW up a list of questions about the authenticity of the story.

PREPARE a dittoed sheet with the pupils' questions. (See copy below.)

SET UP a bulletin board with a large map of the world and the following captions: Can you locate Switzerland? It's near France. It's near Germany. It's a small country.

PLAY a music box.

ASK pupils if they see any similarity between the music of the music box and the concert in the story.

INQUIRE about the meaning of similarity.

CALL for the pupils to find specific points in the story to review the content of the story.

DISTRIBUTE the dittoed sheets.

HAVE the children read orally the questions on the dittoed sheet.

ASK why some of the words in line five are underlined.

REVIEW the new words on the sheet. Ask how many syllables are in each word . . . and the meaning of each.

VIEW slides of Switzerland taken by the teacher or other local traveler the previous summer.

CALL for observations from the pupils.

RELATE the observations to the story.

ANSWER the questions on the sheet.

Questions About
"Bell-Ringing Contest"

We know "Bell Ringing Contest" was not a true story.

Cows really could not answer Marie-Louise.

Cows can't read signs.

Yet—could some parts of the story be true?

1. Are bedrooms in Switzerland like Marie-Louise's?
2. Are the houses like hers?
   (a) balcony
   (b) bed clothes
   (c) furniture
   (d) floor
   (e) architecture
   (f) decorations
3. Is the Swiss landscape like the pictures in the book?
4. Do the Swiss people dress like Marie-Louise?
5. Do the cows wear bells?
6. What kind of record players do they have?
7. Must the people in villages pump water?

Let's look at the slides and see how many of these questions we can answer.

Now can you tell us the things about the story that could be true?

How is this village in Switzerland like our city?

A Teacher Shows Slides of Mexico to First Graders

Purpose

TO EXTEND learnings of a unit on Mexico.

TO DEVELOP powers of observation.

TO PROVIDE an opportunity for oral expression.

TO DEVELOP the ability to interpret and to do critical thinking.

Suggested Procedures And Activities

INVITE a local teacher (or other area resident) to show slides of Mexico taken on a recent visit.

ENCOURAGE comments and questions from the children.

ASK for identification or interpretation of items on the slides.

STATUE OF INDIAN

Notice the serpent. Can you find it?
Why do you suppose it is there?
Find the eagle. Where do we see eagles?

CHILDREN IN FRONT OF A MUSEUM

Note their clothing, skin color, lack of shoes. Why do you suppose they wear no shoes?

MARKET IN A CHURCHYARD

What could you buy there?
What do you see in the picture?
Do you see the cactus?

BOYS AND MEN

What instruments do you recognize?

FAMILY PICNIC

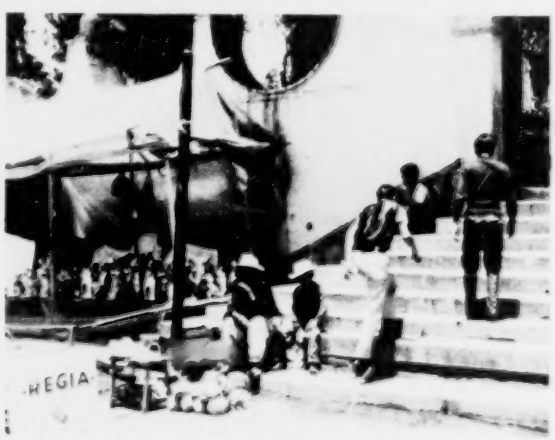
What animal is in the picture? (Burro)
Why is it there?

STATUE OF LINCOLN

Why do you suppose a statue of Lincoln is there?

UNIVERSITY LIBRARY—MEXICO CITY

See the Indian lady in costume.
Why is she wearing the costume?



POTTERY MARKET

What can you buy there?
What's in the background?
What fruit is being sold on the steps?

A Teacher Shows Slides of Mexico to First Graders

STREET SCENE

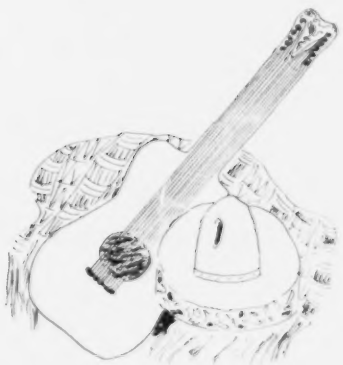
Note the colorful dresses.
Why are the sheet umbrellas there?

STREET IN TAXCO

Notice how narrow the street is.
See the car?
Why is it so small? Are there many cars? Why?
What does the donkey have on its back?

HILLSIDE VILLAGE

Look at the houses.
Are they like ours? Why?
What kind of roofs have they?
What are they made of?



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A Third Grade Learns About UNICEF

Purpose

TO COORDINATE UN Day, Halloween, and the UNICEF drive.

TO TEACH manners.

TO CHANGE children's attitudes toward Halloween.

TO HELP children realize that children in some parts of the world are poor or sick and need help.

TO CREATE an interest in helping others.

TO ACQUAINT the children with the role played by UNICEF in helping people around the world.

Suggested Procedures And Activities

DISCUSS the United Nations.

SHOW old and new UNICEF movies. (Danny Kaye)

GUIDE the reactions of the pupils.

ASK, "What can we (7-8-9-year-olds) do for UNICEF?"

DEVELOP the idea of a parade.

DECIDE to hold a political campaign type parade in the area around the school urging support of UNICEF.

STUDY a map of the city.

PLAN the route of the parade.

MARK the route on the map of the city.

DEVELOP coordination with a local television series, "Children in Other Lands."

CORRELATE spelling, map skills, reading, current events.

STUDY thank-you customs of other countries as well as your own.

COMPOSE a letter to the editor of the local newspaper asking for publicity. (See example.)

WRITE a theme song for UNICEF. (See example.)

MAKE posters and banners. (See below for captions used.)

PREPARE bulletin boards.

PRESENT a puppet show. (See below for an outline of the scenes.)

PRESENT an assembly.

CONDUCT the parade.

Letter

Dear Sir:

Children collect money for UNICEF at Halloween. Some children collect goodies for themselves at Halloween. We like to have fun on Halloween. We like to dress up and parade. But we don't like to be greedy. We would like people to give to UNICEF.

Instead of spending your money for Halloween treats, please, give to UNICEF. Even if you don't give treats to us, you will make children happy.

We saw a movie about UNICEF. UNICEF helps children all over the world.

UNICEF sends milk and medicine to children around the world.

Song

Fight Fight Fight with UNICEF
All we ask is a penny or two
Give to UNICEF.
All we ask is a penny or two
UNICEF—Fight Fight Fight.

Banner Slogans

UNICEF
Please Help Needy Children in Other Lands
If You Give to UNICEF, You'll be Giving a Lot
One Cent Goes a Long Way
UNICEF Fights Deadly Disease
UNICEF Buys Milk
We Hope You Give to UNICEF

Puppet Show

Scene I: Children sick after last Halloween's trick-or-treat visits.

Scene II: Children recognize fun in collecting pennies for UNICEF.

Scene III: 1966—Children decide they are too big for trick or treat, but not too big for UNICEF.

Scene IV: Children discuss what UNICEF does with the money. They decide to collect.

Scene V: Cast sings song composed by the children.

Three Promises to You (Program About the UN—Grade One)

Purpose

TO ACQUAINT children with the United Nations and its purposes.

TO SHOW children that they are part of the United Nations and how they can participate.

TO MAKE children aware of their neighbors around the world.

TO PROMOTE interest in dramatic plays, art, and music.

Suggested Procedures And Activities

READ *Three Promises to You* by Leaf.

SUGGEST doing a play about the United Nations.

COLLECT information about the United Nations.

LOOK at pictures of the United Nations building.

PAINT pictures of the United Nations building.

READ books about pets in other countries, children in other countries, games in other countries.

LISTEN to records with songs of other countries.

LOOK at pictures of clothing and flags of other countries.

PRESENT an assembly program.

OPEN with a song, "How Would You Say Hello" (tells how in German, French, and Spanish).

HAVE narrator read from the book, *Three Promises to You*, during which time other children show pictures or act out parts being read.

SING songs from other countries.

German—"The Mill"

French—"Frère Jacques" (Sing in French.)

African—"Gogo"

American—"Bingo"

HAVE four students recite a poem about the United Nations.

Hey Diddle Diddle

"Hey, diddle diddle
The world had a riddle
It wanted to banish war.
Then it saw men
Supporting UN
So the world had
A riddle no more." [6]

SING "It's a Small World."

TEACH this song to the assembly.

Unit on Japanese Life for a First Grade Class

Purpose

TO HELP children realize that although all people eat, sleep, work, and have families, some people differ from us in color, language, customs, food, eating habits, homes, and schools.

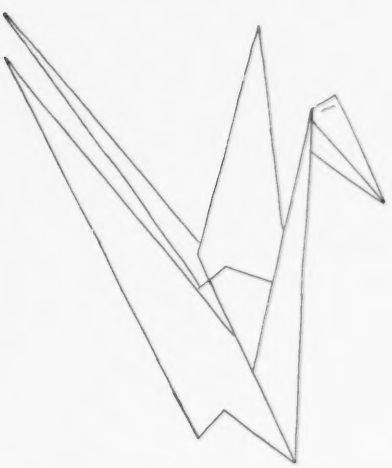
TO GUIDE children to an appreciation of the fact that all peoples contribute to the family of nations.

TO TEACH specifically about Japanese culture through a description of their family life, the lives of Japanese children, their schools, homes, food, and clothing, stressing likenesses and differences.

Suggested Procedures And Activities

DISPLAY samples of paper-folding.

TEACH the class to fold paper to look like a bird.



READ two story books to the class.

Toshio and Tama: Children of the New Japan, by Halladay.

The Village Tree, by Yashima.

SHOW filmstrips.

Togo and Muki of Japan

Japan (Country)

Japan (City)

Japan (Families of the World Series)

Japan (Our School Life)

VIEW drawings and paintings done by Japanese children.

TRACE on a map and on a globe the route taken by the paintings done by the Japanese children.

BRING in articles from Japan (pictures, post cards, stamps, money, toys, dolls, clothing, dishes, chopsticks).

ARRANGE displays on bulletin boards and in exhibit cases.

COMPARE lives of local children with those of Japanese children with reference to family life, clothing, food, schools, and play activities—stressing likenesses and differences.

TEACH a Japanese song and game (Toh-ryan-se—like London Bridge).

WRITE simple sentences about some phase of Japanese life.

DISCUSS the reasons for specific Japanese festivals.

STRESS character traits the Japanese wish to develop in their children.

COMPARE these traits with the ideals of character development held by Americans.

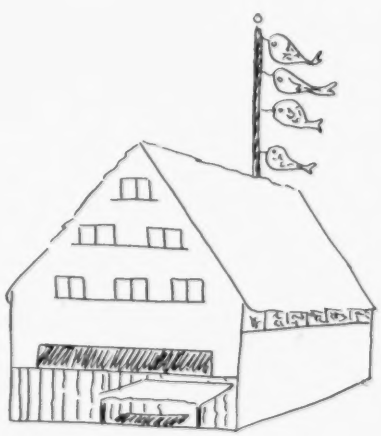
CELEBRATE Japanese festivals.

DOLL FESTIVAL (MARCH 3)

HAVE each girl bring her favorite doll.

BOYS' FESTIVAL (MAY 5)

MAKE paper fish and display them.



World Personalities Invade Third Grade

Purpose

TO ENCOURAGE an awareness of people in the world news.

TO PROVIDE an opportunity for increasing skill in doing research.

Suggested Procedures And Activities

DISPLAY each week a picture of some well-known person chosen by a pupil together with a clue about that person. (Eliminate movie and television personalities.)

HAVE the children bring in their own mystery person pictures and supply their own clues. (See Figure I.)

USE encyclopedias and magazines for research in finding clues.

EDIT the clues.

ADD another clue each day.

ENCOURAGE (but do not require) children to submit signed guesses (as many as they wish) as to who the person is.

PUT the guesses into the mystery box.

IDENTIFY the person at the end of each week and open the mystery box.

HAVE each child who guessed correctly put a star on the mystery person chart in the column identifying that week's mystery person.

PREPARE a mystery person bulletin board.

EXTEND the interest or vary it (Mystery Places).

WHO AM I ?

I am 72 years old and Chinese. clue 1

I am a Communist leader. clue 2

I get rid of some people who don't like me. clue 3

My picture hangs in the schoolrooms of Chinese boys and girls. They read about my life. They sing songs about ME. I am their hero. I have written books and poetry. clue 4

I am Mao Tse-Tung.
(Mah-oh Dzuh Doong)

FIGURE I

Intermediate Grades

Crossing the Border into Canada

Purpose

TO ACQUAINT children with their closest world neighbor.

TO HELP children realize that while Canada is very near and like the United States in many ways, there are still differences and many things we can learn from the Canadians.

TO PROVIDE an opportunity to work in groups.

TO GUIDE children in analyzing techniques of group presentation of materials.

TO STUDY in a simple way the French language as an introduction to the study of a country, many of whose people speak French.

TO TAKE ADVANTAGE of Expo '67 as a teaching aid—exposing children to the experience of travel and to a taste (however slight) of the culture of other people.

TO DEVELOP powers of observation and ability to communicate.

Suggested Procedures And Activities

PREPARE song sheets with words in French.

TEACH songs in French.

"Oh, Little Town of Bethlehem"

Folk song of Newfoundland fishermen

RECORD the class singing a French song.

DISCUSS the relationships between the United States and Canada.

STUDY the background history of Canada (concentrating on nearest provinces).

PREPARE a time line of the history of Canada.

STUDY the physical features of Canada (especially the nearest provinces).

COMPARE them with the physical features around the local community and with those seen by the children in their travels.

DISCUSS and interpret these physical features.

WORK in groups with maps, charts, and pictures drawn with the use of an opaque projector.

TEACH French phrases.

HAVE the children learn to count to ten in French.

TEACH them to respond to simple directions given in French.

TEACH them to respond in French to questions asked in French.

Comment allez-vous, Pierre?

Comment vous appelez-vous, Suzanne?

PERFORM physical exercises directed in French.

INVITE visitors to speak to the class.

Local music teacher—Ontario-born

Local reading teacher—Newfoundland-traveled

Local sixth grader—Montreal-born

DISCUSS Expo '67 and Montreal.

WRITE to embassies for information on their pavilions at Expo '67.

MAKE a relief map of Expo '67 including the main pavilions.

PAINT a large mural—the layout of the fair.

PRESENT oral reports on Canadian history and on information received from the embassies.

PLAN a trip to Expo '67.

ASSIGN a different pavilion to each pupil. (Each pupil had to visit his assigned pavilion in order to insure wide coverage by the class.)

PREPARE a sketch of the bus seating for the trip.

ASSIGN seats.

SPEND a day at Expo.

PRESENT an assembly program for the entire school.

USE slides and movies taken on the trip.

WEAVE reports of pupils into a skit.

A Fourth Grade Assembly Program on Japan

Purpose

TO HELP children acquire an appreciation of Japanese customs and culture through a description of their homes, food, clothing, and family life.

TO DEVELOP a respect for Japanese love of beauty in their music, poetry, and art.

Suggested Procedures And Activities

TELL the class about a magazine article describing the Japanese love of beauty and nature.

TAKE an imaginary trip to Japan—sailing from New Orleans into the Gulf of Mexico, through the Panama Canal, across the Pacific Ocean to Yokohama.

FORMULATE plans for an assembly program.

COLLECT materials (pictures, books, maps, pamphlets, records, music).

MOUNTAIN

ENLIST the aid of other teachers in planning.

Music supervisor—Japanese music

Physical education teacher—dancing

Dramatics teacher—translating ideas into verse

REQUEST the assistance of an area Japanese souvenir shop proprietor.

INVITE him to class.

BORROW parasols and silk fans and records of Japanese music.

MAKE an enlarged map of the Japanese islands and fasten it on sticks like a scroll.

DRAW pictures.

FASHION cages for crickets.

MAKE costumes with the help of parents.

BRING flowers for floral arrangements.

COLLECT the ingredients for tea time.

TEACH Japanese songs.

TEACH traditional Japanese dance.

BRING in two young apple trees and set them in pails of sand.

FASTEN pieces of pink and white crepe paper on the trees to give the appearance of cherry trees.

PRESENT the assembly (script in the appendix).

Getting to Know the United Nations

Purpose

TO DEVELOP the realization that in this space age we are closer to the other countries of the world than the 13 original colonies were to each other. Our relations with the rest of the world, then, must be geared to peace.

TO DEVELOP an awareness that the intermingling of cultures calls for an understanding of habits, attitudes, and the reactions of others.

TO DEVELOP a recognition of the need for an international superstructure where nations can meet to discuss and solve their problems.

TO DEVELOP an understanding of the purpose of the United Nations and the methods by which it seeks to carry out this purpose.

TO INCREASE, through activities, the pupils' knowledge about the organs of the United Nations and the work done by these organs.

TO DEVELOP an interest in the activities of the United Nations, so pupils will follow them through the communications media, even after formal school study has been completed.

TO DEVELOP an appreciation of the work being done by the United Nations for peace.

Suggested Procedures And Activities

DISCUSS what a country is.

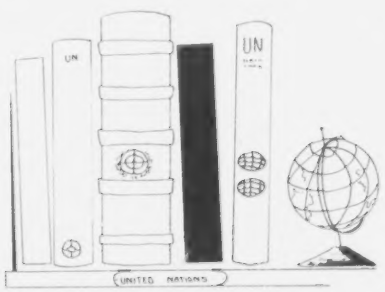
What is a government?

What services do governments perform?

Are all governments alike?

In what ways are they different?

SET UP a UN book shelf, on which could be found pamphlets and pictures about the UN.



READ and discuss *A Fair World For All* by Fisher.

DISCUSS the Four Freedoms.

GIVE the concept of "one world" through the use of charts, maps, and the globe.

MAKE children aware that all nations are closer today than the original 13 colonies.

SHOW children that people are essentially the same, regardless of race or nationality.

MAKE different types of maps so that children can understand the world through regions.

PLACE a large world map above the bulletin board.

PLACE on the bulletin board products or representations of products from various countries.

CONNECT the country to the product with a ribbon.

CONSTRUCT (using an opaque projector) maps showing air routes of the shrinking world.

HAVE the children keep a diary of all work they do in connection with the UN.

MAINTAIN a UN bulletin board on which can be kept clippings and pictures of UN activities.

MAKE a news clipping collection.

HAVE each child choose one UN country and be responsible for reporting and posting all news on that country.

VISIT travel bureaus to secure information and posters about the countries selected.

REPRODUCE news items about a UN nation.

PREPARE a dictionary of UN terms.

Getting to Know the United Nations

HAVE a committee find the meaning of the UN flag.

MAKE flags of the UN nations which can be used in a parade of nations with Miss Freedom or the Four Freedoms.

MAKE puppets which are true-to-life representatives of a UN country in features and in dress. Have each puppet hold a UN flag. Display puppets in school, or perhaps in a store window.

MAKE posters to illustrate the work of the UN.

UN

WE BELIEVE

MAKE mobiles to show various UN functions.

CONSTRUCT murals showing the work of some of the specialized agencies of the UN.

PAINT panel pictures of some aspects of the UN.

ARRANGE an art exchange with a class in another country.

EXCHANGE tapes or slides with a school in another country.

EXCHANGE pen pal letters with students in another country.

COLLECT stamps from other countries for a stamp exhibit.

COLLECT coins and compare values from country to country.

TEACH songs about peoples of other lands, to help children understand the feelings of other peoples.

PLAY Dial-A-Gram. This is a dial encyclopedia which gives factual information about the countries of the world.

USE the UNESCO gift coupon plan to help a needy family in another land.

DRAMATIZE problems of the world, and ways in which the UN is meeting them.

MAKE use of resource people who have some knowledge of the United Nations or another country.

DISCUSS the visit in advance.

PREPARE a list of questions.

PLAN a smorgasbord, or an international meal.

HAVE a UN meal with place mats with a UN theme and place cards.

PUT on a program with plays about the UN.

HAVE a UN Day program.

HOLD open house for another class studying about the UN.

An Introduction to Greece

Purpose

TO UNDERSTAND that we are indebted to people of the past for much of our present-day civilization.

TO EXTEND knowledge of the people of other lands and thus increase understanding and appreciation of those peoples.

TO RECOGNIZE that peoples' daily living, occupations, habits, and customs are related to environment.

TO APPRECIATE the culture of ancient Greece.

TO DISCOVER the contributions of Greece to civilization.

TO LEARN about modern Greece—the land and the people.

Suggested Procedures And Activities

VIEW *Ancient Greece*—film distributed by Syracuse Film Library.

VIEW filmstrips: *Ancient Greece*
I Live in Greece

ENCOURAGE children to ask questions.

USE questions to stimulate further reading.

LOCATE and label the major cities and bodies of water of Greece on an outline map.

VISIT the school and public libraries to borrow books and pictures about Greece.

WRITE to travel bureaus for illustrative material.

VISIT local travel bureau to get travel folders on Greece.

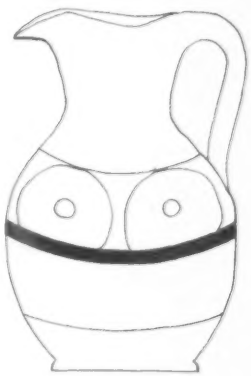
MAINTAIN a bulletin board of current news of Greece.

READ Greek myths.

DISCUSS how life in an ancient Athenian school differed from life in the pupils' school.

NAME and learn about the great men of Greece.

LIST the contributions of Greece to civilization.



SHOW the Greek alphabet and equate it to our alphabet.

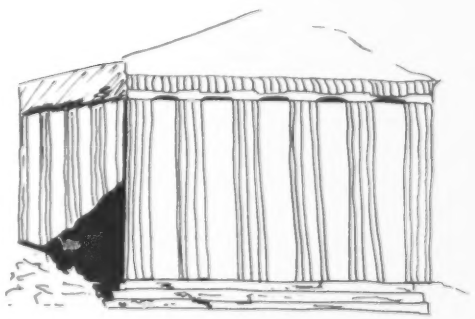
EXAMINE a textbook printed in Greek.

MAKE a chart of the products of Greece (manufacturing, farm, mineral).

SUGGEST topics for investigation or research—no specific assignments.

e.g. Olympic Games
Famous buildings of Greece
Greek gods and goddesses
How and why city-states of Greece were formed
Geography of Greece

HEAR reports and discuss the content.



An Introduction to Greece

BUILD a vocabulary list of new words introduced in this unit.

INTERVIEW the Greek proprietor of a local restaurant.

INVITE a local high school student of Greek descent who had visited in Greece to speak to the class.

TAKE a brief test (copy following).

Social Studies Test on GREECE

NAME

DIRECTIONS: Find a name in the column to the left that matches a statement to the right. Write the numbers in the parentheses.

1. Solon ( ) The "Father of History."
2. Pericles ( ) The blind poet who wrote the *Iliad* and the *Odyssey*.
3. Socrates ( ) The ruler of Athens who gave the city a new constitution.
4. Athena ( ) A great teacher who believed that if people thought clearly about right and wrong, they would do the right thing.
5. Herodotus ( ) The ruler of Athens during the Golden Age.
6. Aristotle ( ) A doctor who observed his patients carefully and treated them scientifically.
7. Hippocrates ( ) A great teacher and scientist who taught Alexander.
8. Homer ( ) A Greek goddess.

DIRECTIONS: Circle the word that correctly answers each question.

1. What kept the Greeks divided—mountains, deserts, or lakes?
2. From which people did the Greeks get the alphabet—the Egyptians, the Hebrews, or the Phoenicians?
3. Do most of the Greeks make a living today by fishing, farming, or manufacturing?
4. Did Athens or Sparta spend more time training boys to be soldiers?
5. Is Greece a peninsula of Asia or Europe?
6. Is Athens or Piraeus the main seaport of Greece?
7. Are the ruins of the Parthenon on the Acropolis or on Mt. Olympus?
8. Would you expect to see much or little farm land in Greece?

DIRECTIONS: Answer these questions with a Y for yes and an N for no.

1. Were the laws in ancient Greece made by an assembly of citizens? _____
2. Are the Olympic Games still held? _____
3. Did the ancient Greeks establish colonies? _____
4. Did Sparta produce great sculptors, artists, and writers? _____
5. Did the Greek city-states lose their freedom because they did not unite and learn to live together in peace? _____

DIRECTIONS: The numbers on the map indicate important places in or near Greece. Show that you know where each place is located by writing its number in the blank spaces.

_____ Aegean Sea
_____ Ionian Sea
_____ Mediterranean Sea
_____ Athens

An Introduction to Haiku

Purpose

TO LEAD children to an awareness that other people have much to offer us.

TO HELP children understand that people in other parts of the world often express themselves differently from us.

TO HELP children express themselves clearly and briefly.

TO HELP children to work within a framework and to follow directions.

Suggested Procedures And Activities

READ to the class an informative article on Haiku (*Highlights,* May, 1965) including some samples of Haiku written by American children.

EXPLAIN that Haiku must include:

1. A theme
2. The idea of location
3. The seasons of the year
4. Seventeen syllables in three lines

WRITE Haiku.

ILLUSTRATE Haiku.

MOUNT verse and illustration on colorful paper and display on the bulletin board.

READ classmates' Haiku.

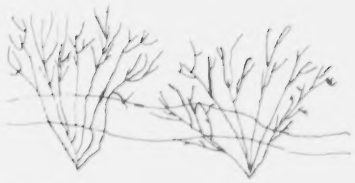
PREPARE a booklet including pupils' Haiku. (See examples below.)

PRESENT an assembly.

Several children give background information.
Each child reads his Haiku.

Tulips bright and gay
in the garden burst their heads
after their long sleep.

. . . Toni Ellis



A little sparkling
brook trickles through underbrush
hiding from people.

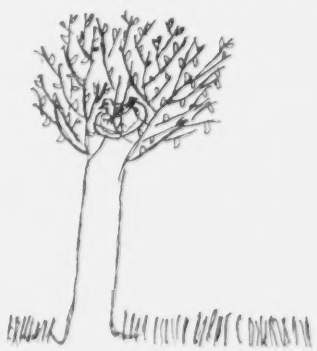
. . . Sam Trudel

Colorful mallard
comes from cloudless, bright, clear sky
touches blue water.

. . . Gary Higley

Wolf howls at the moon,
He is so sad and lonely,
He hasn't a home.

. . . Debbie Brummett



Bluebirds in the nest
seeking their dear mother's care;
helpless little things.

. . . Daniel Ryan

Our Friends (Reading About Others)

Purpose

TO STIMULATE an interest in reading.

TO BROADEN reading tastes.

TO ENCOURAGE children to read about other people and other places.

TO HELP children recognize similarities and to understand and appreciate differences among children around the world.

TO DEVELOP skill in reporting.

Suggested Procedures And Activities

ANNOUNCE a year-long reading assignment of two books a month.

PREPARE and distribute a dittoed sheet from an annotated list of suggested readings found in *Children's Books to Enrich the Social Studies for Elementary Grades*–National Council for the Social Studies Bulletin.

PREPARE and distribute a sheet listing ways to present a book report.

READ two books a month on any area of the world.

PRESENT a report or a review.

GO over the reports with the student and correct the reports.

MAKE a booklet, 12″ x 20″.

INCLUDE a cover entitled "Our Friends" with an outline map of the world on which story settings are identified by stars.

INCLUDE reports in any of the following forms:

LETTER recommending the book to a friend.

DIARY of one character.

REVIEW by a newspaper columnist.

CHRONOLOGICAL list of events of the narrative.

EXPLANATION of how the ending would change if the key character had acted differently.

LETTER to the main character suggesting how he might have solved his problems more easily or avoided them altogether.

CHARACTER sketch of a main character backing traits mentioned with examples from the story.

LETTER to the subject of a biography inviting him to speak to the class and suggesting topics for his talk.

TIME line and story map illustrating the plot and the setting.

CHART showing characters and their relationships and a few biographical facts.

POSTER advertising the book.

BOOK jacket–with a picture on the cover and a summary on the flap.

People and Places (Reading Class)

Purpose

TO HELP children realize that there are children like them living in other countries.

TO DEVELOP an appreciation for the culture of other peoples.

TO PROVIDE an opportunity for sharing.

TO HELP children gain ease and competence in oral communication.

Suggested Procedures And Activities

INTRODUCE a section ("People and Places") in the reading book.

EXPLAIN the importance of knowing oneself before understanding others.

DISCUSS life in Glens Falls: customs, religion, food.

TALK about life in New York State.

COMPARE New York State with other states.

DISCUSS life in other countries.

DEVELOP the pupils' enthusiasm for reports on other countries.

SET UP a display in the school library with articles brought in by the pupils.

ARRANGE times when other classes in the school can see the display.

STATION pupils near the exhibit of materials they bring.

HAVE pupils explain their display to visiting classes.

Teacher's souvenir lederhosen serves dual purpose.

Youngsters model Oriental costumes sent home by father.

Question-and-Answer Approach To Teaching About the United Nations

Purpose

TO COMMEMORATE United Nations Day.

TO ACQUAINT the children with the United Nations—its formation, its purposes, its activities.

TO POINT out that through the United Nations nations exchange goods, services, and ideas.

TO HELP children recognize the necessity of respecting the rights and opinions of other countries.

TO SHOW children that it is important for countries as well as for individuals to cooperate in solving mutual problems.

EDITOR'S NOTE: Because she didn't know how much or what the class knew about the United Nations, an assistant teacher decided to use a question-and-answer approach in presenting a lesson. Whenever possible, she drew information from the children (from their fund of knowledge, by reasoning, or by critical thinking). They responded enthusiastically. Two days later the pupils again probed the world of the United Nations. This sample was the format of that review session.

Suggested Procedures And Activities

ASK questions.

What day did we celebrate this week?

What was the date?

What two people first met to discuss the formation of the United Nations?

Was there ever an organization like the UN before?

When? After what? What was it called?

Was it a strong organization? Do you know why? What evidence do you have?

Was the United States part of this organization? Why?

Were we able to avoid getting involved? What proof do you have?

What is the purpose of the UN? What does it do?

What are the six main parts or organs of the UN?

LIST on the blackboard each organ as the pupils identify it.

CONTINUE with questions.

General Assembly

How many nations belong?

Security Council

How many members are there?

Who are the permanent members?

HAND out colored slips with the name of the permanent members and have children stand around the room holding these cards while the discussion about the Security Council continues.

When did the number increase to 15? (Used to be 11) Why do you think it was increased?

How many more nations belong to the Security Council?

How long do these members serve?

How many are elected each year?

Can a country that just finished serving be re-elected immediately?

Would Scotland and Ireland both be elected at the same time? Why?

What does the Security Council do?

What does military aid mean?

How are decisions reached?

What is it called when one permanent member disagrees?

Which country do you think has used the veto most?

What's another organ of the UN?

Trusteeship Council

What is the job of the Trusteeship Council?

REFER to wall map to clarify points or areas discussed.

After World War II in which area did the United States have several small nations to look after?

What did the Trusteeship Council do?

USE questions that come from the pupils to develop further a point being discussed or to detour temporarily or to turn the discussion to a new avenue.

Does any organ except the Security Council have permanent members? Why?

What happens if the Security Council can't solve a problem?

If the General Assembly tells a country to do something does that country have to do it?

Why *should* the country do as the General Assembly directs?

Secretariat

What does it do?

Who might be hired?

Do all people in the UN speak the same language?

How do they understand each other?

How many languages are speeches translated into?

What are they? Can you guess? Think!

Why Spanish? What nations speak Spanish?

Economic and Social Council

What is the purpose of this council?

Does it ever send troops? What does it mean? Why is it set up?

What are some of the groups under this council?

What does UNESCO mean? What does it do?

Around this time of year [October] what happens that is connected with UNICEF?

What do you know about CARE? About WHO?

International Court

What does it do?

What is a court?

Do individuals go to the International Court? Who does go?

CONTINUE questions.

IS understanding important? Why? Is it more important today than it was years ago? Why?

HAVE you heard that the world is shrinking? What does this mean?

HAVE three pupils stand before the class each holding a picture. The pictures are labeled: 1920 Airplane, 1946 Airplane, 1964 Jet.

DISCUSS each picture (question and answer).

1920 AIRPLANE

How fast do you think it went?

How long do you think it took to cross the United States?

What had just occurred?

1946 AIRPLANE

Note the year. What had just happened?

What else? Where had the UN settled?

Does the land belong to New York City? To New York State? To whom then?

How fast do you think this plane traveled?

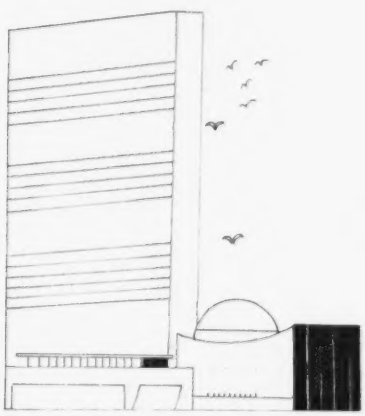
1964 JET

How fast do you think it went?

How long did it take to cross the continent?

Do you see now what "shrinking world" means?

Long ago were there airplanes? How did people travel then?



DEVELOP pupil observations.

(e.g. One pupil commented that he had read somewhere that it took one day in a covered wagon to cover 16 miles. Assistant teacher asked how far 16 miles would be from Glens Falls. Noting that it takes 42 minutes to drive to Albany she asked how long it would have taken in a covered wagon.)

CONTINUE questions and answers.

Do you think the work of the UN is important?

Who supports the UN? Do they need money? Where do they get money?

Which country do you think gives most? Why?

The United States gives about 30 per cent. How much does that leave for the others to give?

Scrooge Provides Inspiration

Purpose

TO DEVELOP an interest expressed by the students in *A Christmas Carol* by Dickens.

TO ENCOURAGE a desire for dramatic expression.

TO ENRICH students' understanding of and appreciation for the play.

TO PROVIDE an opportunity for growth in social graces—invitation, entertainment, and offering and receiving acknowledgement.

TO GUIDE students' enthusiasm for literature toward a study of the world of Dickens.

Suggested Procedures And Activities

LISTEN to children's request to present *A Christmas Carol* for a school assembly.

READ the play.

CAST the play.

EXAMINE pictures of England of Dickens' time.

PREPARE a bulletin board display.

COLLECT costumes and properties.

MAKE blue willow plates (paper plates on which are added designs in color).

WRITE letters inviting classes in their own school and those in a nearby school to attend the program.

PRESENT the play.

TAKE a brief quiz immediately following the assembly.

What kind of person do you think Charles Dickens was?

What was his nationality?

About when did he live or about when did the story take place?

What were some typical customs of his country at this time?

Was there any family mentioned with whom you'd like to spend some time? Why or why not?

What was the theme of the story?

RECEIVE (hopefully) and read letters from other classes after the play.

BORROW material (pictures, calendars, pamphlets, books, objects) to display and to study.

DRAW a picture of Charles Dickens.

DISCUSS the characteristics of the English people in the story, "A Gift of Love", by Kipling.

VIEW slides of England, taken by local teachers who have visited there.

VIEW a filmstrip of London.

LIST words in the play or in research reading that suggest further study or invite discussion.

e.g.	conservative	industry
	cathedral	honor-honour
	family	gaol
	castles	costumes

SUGGEST thought questions.

What was Dickens' philosophy?

What was Dickens' aim in writing?

What effect did the Industrial Revolution have on the people of England?

Can you connect this with the type of writing Dickens did?

ENCOURAGE students, before doing research, to evaluate the above thought questions and words—making inferences, drawing conclusions from the play and from their own knowledge.

DISCUSS the move away from conservatism in England today (Beatles, mini skirts, etc.). Why?

DISCUSS the reform theme of Dickens' works (child labor, need for reform, how reform is effected, Industrial Revolution).

ASSIGN topics for investigation allowing 15 minutes class time.

England 1800–1850	Customs
Industrial Revolution	London
English literature	Dickens

What we owe our English ancestors

HEAR oral reports.

HAVE pupils write the lines in the play that present the theme of *A Christmas Carol.*

A Small Community Can Serve the World

Purpose

TO LEARN about the various industries in the area, especially why the companies located in this area, what products are manufactured, where raw materials are obtained, and where products are sold.

TO BECOME aware of the part local industries play in the life of the community.

TO BECOME aware of the international implications involved in the business life of a small community.

Suggested Procedures And Activities

RECOGNIZE that there are new children in class this year.

ASK why their families had moved to the local community.

DISCOVER that the reason probably was that their fathers had accepted positions here.

DISCUSS the kinds of work the pupils' fathers do.

SEARCH for the names of companies in the area.

LOCATE the companies on a map distributed by the Chamber of Commerce.

LIST only those which are located in and near the community.

HAVE each pupil choose one of the companies.

WRITE letters to each company asking:

Why it had located in this area.

What products it manufactures.

Where the raw materials are obtained.

Where its products are sold.

READ the letters received from the companies.

DISCUSS the answers to the pupils' questions. (See examples below.)

HAVE each pupil write and illustrate a paragraph telling why he likes to live in this community. (See examples below.)

PREPARE a booklet describing the unit and including the paragraphs written by the pupils.

EDITOR'S NOTE: The preceding sample presents a basic approach to this type of unit. The following examples indicate how a Glens Falls teacher developed the unit.

Companies Contacted

Ames Chemical Works, Inc.—Silver nitrate for photographic manufacturers, silver chloride, silver cyanide, silver oxides.

Armando Candle Co., Inc.—Candles.

H. F. Binch Company—Lace.

Broughton Corporation—Systems for paper machines.

Bullard-Glencraft Printing, Inc.—Yearbooks, advertising material, invoices, sales slips.

Clark Brothers—Gloves.

Dennison's—Lingerie for girls.

Finch, Pruyn & Co., Inc.—Offset and bond papers, bulk paper (for book publishing).

Glenfab Bag and Liner Company—Case liners, tarpaulins, special bags, tubes and tubing, protective paper products.

Glens Falls Portland Cement Co.—Cement.

Glens Falls Rubber Stamp Works—Stamp pads, marking devices of all kinds, notary seals, office supplies.

Walter Hammer & Sons—Elastic hair nets, Triangle hair nets, millinery netting, bridal net, crinoline, Jacquard Raschel mantillas.

Hercules Powder Company—Pigments.

Jaxton Manufacturing Corporation—Serving trays, carving boards, electrical hot servers, wood accessories.

McMullen's—Blouses, dresses, shorts, slacks.

National Biscuit Company—Bakery.

Patrician Paper Co., Inc.—Facial and toilet tissues.

Pepsi-Cola Glens Falls Bottling Corp.—Bottle Pepsi-Cola, Diet-Pepsi, Patio Orange.

Trimbey Machines, Inc.—Pulp and paper mill machinery.

Union Camp Corporation—Paper honeycomb (panels, walls, doors).

United States Catheter and Instrument Corporation—Medical products (heart catheter, artificial artery).

SIZE

Industries vary in size from the small plant (father and son only) to those which employ hundreds of people.

LENGTH OF TIME LOCATED IN GLENS FALLS

Some industries started here years ago; others are newcomers.

REASONS FOR LOCATING IN GLENS FALLS

Modern transportation	Good water supply
Building sites	Available buildings
Electrical power	Skilled labor

Nature's resource (limestone)

Center of industry and population in northeastern New York State. Industry had been carried on from generation to generation.

Sources of Raw Materials

Cadmium—Canada
Chrome—South Africa
Cottons, woolens—Great Britain, Switzerland
Lead—Vancouver, Peru
Linen—Ireland
Mercury—Spain, Italy
Pulp—Canada, Sweden
Silks—India, Orient
Tungsten—China
Zinc—Mexico

Consumers

Customers who buy locally-produced goods are not only local and regional, but also national and international. Local industries have markets in each of the 50 states, as well as in 60 foreign countries.

Role of These Industries in the Economy of Our City

Provide work for many people.
Help the city's growth through payment of taxes.

Services Offered to the Community

Gifts of art to the schools
Scholarships
Films
Speakers
Opportunities for travel
Advice to homemakers
Overseeing a project to reforest local park
Sponsoring Little League teams

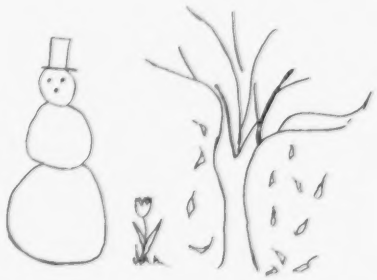
Pupils Write Their Impressions of Their City

I like Glens Falls because we have a museum. The name of it is Hyde's Museum. The museum has been given to the city by Mr. and Mrs. Hyde. It has a valuable collection of art by famous artists. This museum can be visited by classes of school children. We will go there this year.

—Doug Beaty

I like to live in Glens Falls because the churches are nearby. I go to the Methodist Church and that's right across from Miss Houghton's apartment house. My little sisters go to a nursery school there and my mother works there, also. There are churches and synagogues for all different religions.

—Kathy Kullman



I like to live in Glens Falls because I like the different seasons. I wouldn't like to live in a state that has summer all year long. In the spring, you can watch the plants come alive and the trees start to get green. In the summer, you can go swimming. In the fall, you can watch the leaves turn. In the winter you can do many different things like sliding, skiing, skating, and making things in the snow.

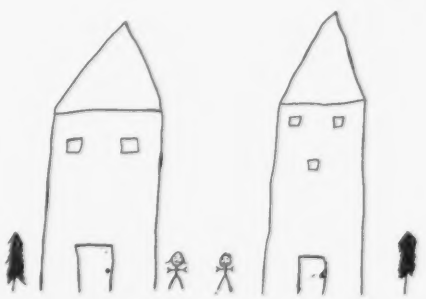
—Abby Collier

I like Glens Falls because it is a small city. I can go anywhere in Glens Falls because it is a small city. I can ride my bike, too.

—Mark Brilling

I like to live in Glens Falls because we do not have to take a bus to school. I do not have to worry about missing a bus. I do not have to make a lunch. I can walk home for lunch.

—David M.



I like to live in Glens Falls because now we live closer to next door neighbors. When my mother needs something, she sends one of us. When my mother went to the hospital, the neighbors were very friendly.

—Helen Williams

Souvenirs on Display

Purpose

TO STIMULATE an interest in other places.
TO DEVELOP powers of observation.
TO ENCOURAGE deductive reasoning.

Suggested Procedures And Activities

ASSEMBLE souvenirs collected by the teacher on a recent European trip.

NUMBER each article (150 in all).

ARRANGE souvenirs as bulletin board and table exhibits. (Have four exhibit centers so each child can get close and handle the articles.)

ASK the pupils to try to discover what each item is, what country it came from and what significance it has (i.e., why it is included in the exhibit).

LEAVE the display in the classroom for one week.

ALLOW odd moments for the children to browse and examine the objects.

PLAN on two class periods for the pupils to complete the answers to the quiz.

GIVE a quiz at the end of the week.

1. What is the object?
2. From what country did it come? (Or at least from what country might it have come?)
3. Why is it worth displaying? (What is the significance of this object in relation to our studies at present?)

Items Included

tablecloth
jewelry
dolls
pamphlets
ski patch
calendar
coins
Christmas card
dishes
pitcher
pictures
apron
vase
mugs
map
postals
airline schedule
paper coaster
photographs
soap wrapper
air mail envelope
sugar package
piece of tapestry
wood carvings

Study of Early Civilizations

Purpose

TO DEVELOP or increase an understanding of and appreciation for early civilizations.

TO SHOW the relationships between the ages.

Suggested Procedures And Activities

DISCUSS the ways in which we differ from early man and the ways in which our lives depend, or are built, on what early man did.

DEVELOP a theme for extending the study of early man.

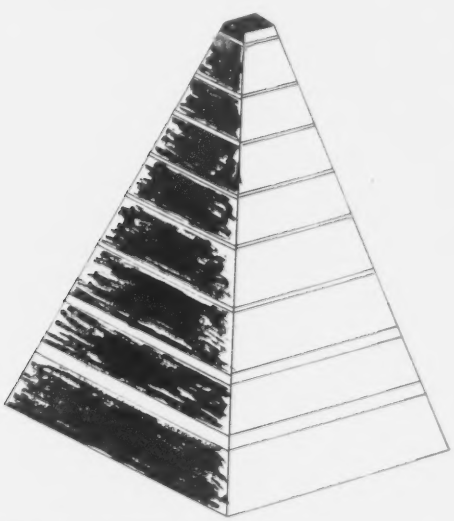
MAKE a theme poster.

DRAW representations of the old and the new (homes, clocks, and water, land, and air transportation).

WRITE a letter to the principal explaining the poster and project ideas.

DRAW Egyptian faces.

TEACH the Nile River song.



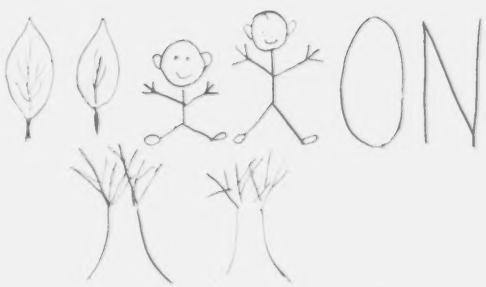
WRITE two papers.

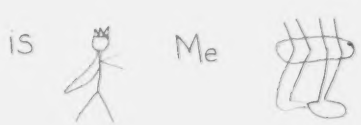
1. Imaginary story of what life was like in ancient Egypt from the viewpoint of royalty or of a slave working on the pyramids.
2. Story about today when the temples are being preserved.

COMPOSE modern hieroglyphics.

I love to paint.

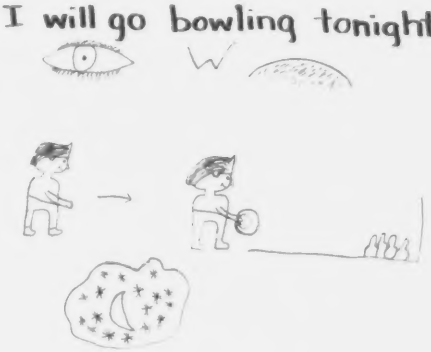
Leaves grow on trees.





My king's name is king Menes

I will go bowling tonight.



Study of Early Civilizations

WORK in committees to select the best in each category and display them.

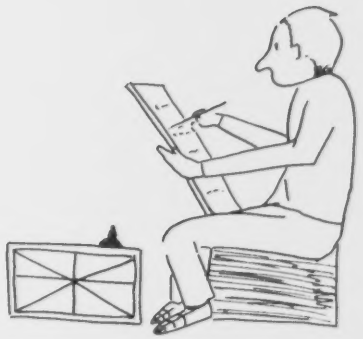
READ books and articles about early civilizations.

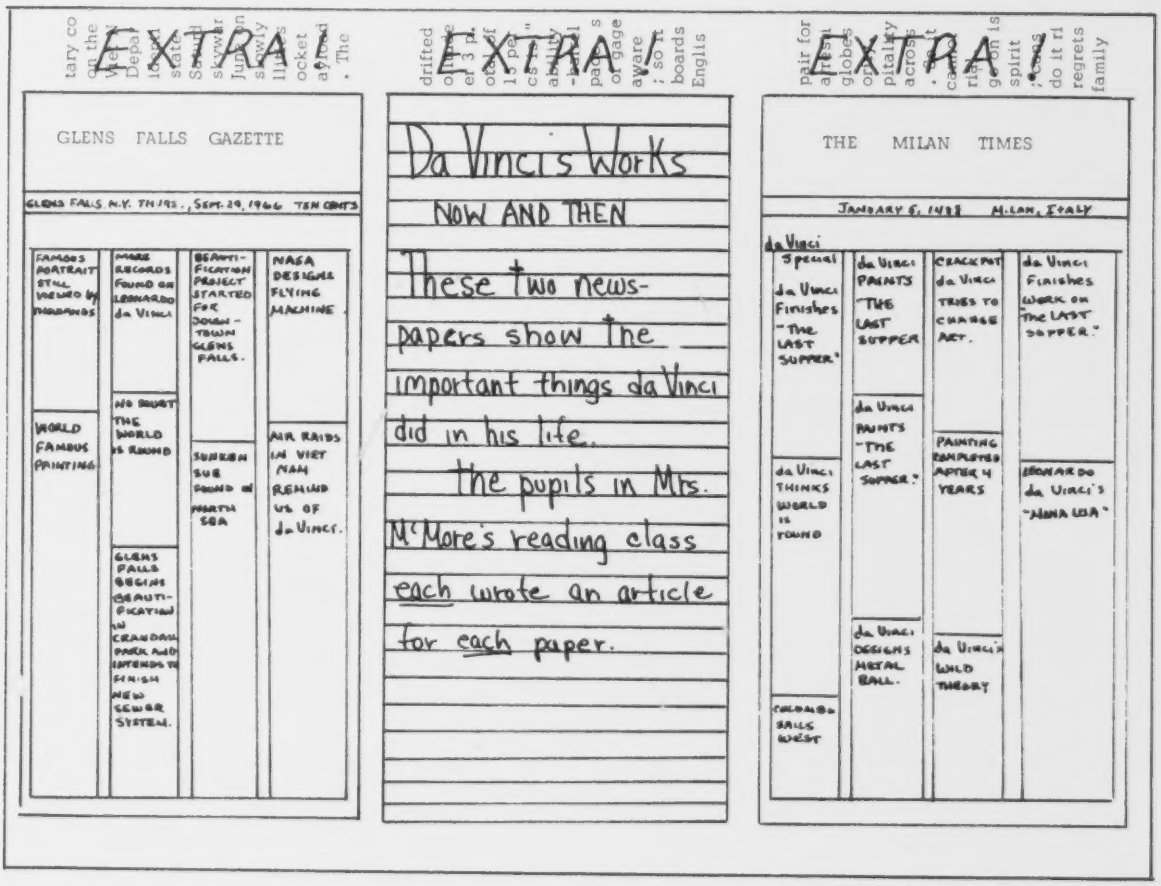
PREPARE individual bibliographies.

WORK in committees to prepare a class bibliography from the individual bibliographies.

PREPARE a bulletin board.

COMPOSE the front page of a newspaper of today and of one in da Vinci's time with headlines indicating similarities.




EXTRA!
GLENS FALLS GAZETTE
GLENS FALLS N.Y. TH 192., SEPT. 29, 1966 TEN CENTS
FAMOUS PORTRAIT STILL VIEWED BY THOUSANDS
WORLD FAMOUS PAINTING
MORE RECORDS FOUND ON LEONARDO da VINCI
NO DOUBT THE WORLD IS ROUND
GLENS FALLS BEGINS BEAUTIFICATION IN CRANDALL PARK AND INTENDS TO FINISH NEW SEWER SYSTEM.
BEAUTIFICATION PROJECT STARTED FOR DOWN-TOWN GLENS FALLS.
SUNKEN SUB FOUND IN NORTH SEA
NASA DESIGNS FLYING MACHINE
AIR RAIDS IN VIET NAM REMIND US OF da VINCI.
EXTRA!
Da Vinci's Works
NOW AND THEN
These two news-
papers show the
important things da Vinci
did in his life.
the pupils in Mrs.
McMore's reading class
each wrote an article
for each paper.
EXTRA!
THE MILAN TIMES
JANUARY 6, 1482 MILAN, ITALY
da Vinci Special
da Vinci Finishes "THE LAST SUPPER"
da Vinci THINKS WORLD IS ROUND
da Vinci PAINTS "THE LAST SUPPER"
da Vinci PAINTS "THE LAST SUPPER."
da Vinci DESIGNS METAL BALL.
CRACKPOT da Vinci TRIES TO CHANGE ART.
PAINTING COMPLETED AFTER 4 YEARS
da Vinci's WILD THEORY
da Vinci Finishes WORK on THE LAST SUPPER."
LEONARDO da VINCI'S "MONA LISA"

A Unit on Japan (Grade Five)

EDITOR'S NOTE: The fifth grade social studies program in the Glens Falls schools is centered around the history and geography of our own United States. This unit was prepared for use after the study of the United States had been completed.

Purpose

TO HELP children see that our heritage is built on the contributions of people of other lands.

TO DEVELOP a curiosity and desire to learn about other places.

TO CREATE an awareness of the increasing importance of knowing more about the people of other countries.

TO CONCENTRATE on Japan because there are many ways in which our countries can be compared, many likenesses to be found.

Suggested Procedures And Activities

REVIEW various reasons (location, climate, amount of rainfall, physical features of the land) why living in other sections of the United States may differ from life as we know it.

PROPOSE a study of Japan.

DRAW from the children what knowledge they have about Japan.

LOCATE Japan on a map.

USE the opaque projector to make a large wall map on which both Japan and the United States are shown.

STUDY the land and its resources relating each point to a corresponding learning about the United States.

COMPARE latitudes--Japanese islands run from Maine to northern Florida.

CONTRAST size--Japan is smaller than California, yet is larger than New York State.

NOTE that population is nearly five times that of New York State.

DISCUSS natural features.

COMPARE climate.

DISCUSS natural resources.

COMPARE (on the large wall map) land features, size, chief products, etc.

STUDY the people.

OUTLINE their ancestry.

CAUTION against stereotypes.

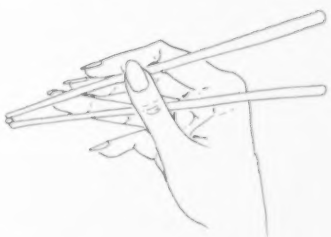
DISCUSS clothing, Western and traditional.

STUDY homes, city and country.

POINT out differences.

DISCUSS reasons for differences.

LEARN about foods.



DISCUSS occupations.

POINT out reasons for occupations.

COMPARE with occupations in the U.S.

CONNECT with local industries.

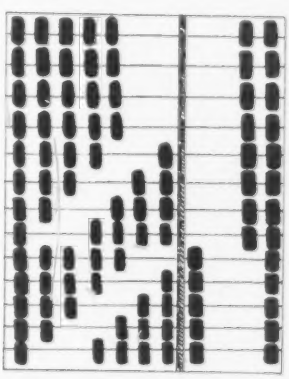
STUDY social and cultural achievements.

COMPARE education in Japan and in the United States.

VIEW arts and crafts of Japan.

CONTRAST styles and materials.

DISCUSS sports.



COLLECT news items, maps, pictures, objects.

MAINTAIN a bulletin board of current news items about Japan.

MAKE a scrapbook about Japan.

INVESTIGATE various topics about which pupils express an interest.

PRESENT reports.

The World of Insects (Science Unit)

Purpose

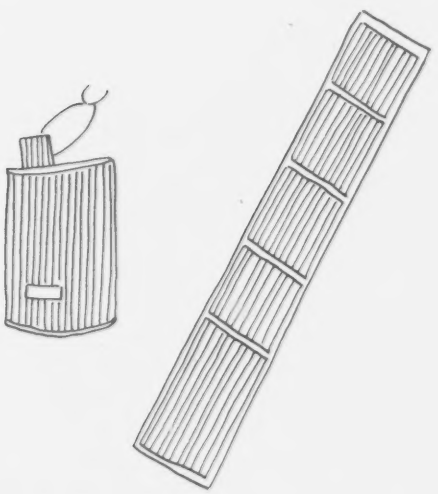
TO INTRODUCE children to the world of insects.

TO DEVELOP an appreciation of the part insects play in life.

TO UNDERSTAND that insects destroy crops in all parts of the world.

TO REALIZE that insects also serve in many ways and in many places throughout the world as helpers of man.

e.g. Providing food for birds
Eating other insects (praying mantis and ladybird beetle)
Pollinating and producing food—honey bees



Suggested Procedures And Activities

AROUSE interest with a wooden Japanese toy cricket in a cage displayed in class.

SHOW a film about insects.

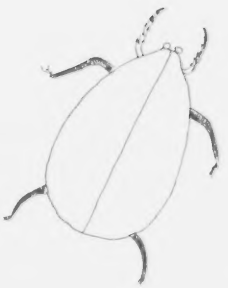
TEACH the parts of insects.

TEACH the children to differentiate insects from bugs.

DISCUSS the world-wide importance of insects.

USE reference books and other materials to investigate various insects and their influence on the land and the people around them.

e.g. Yellow fever mosquito and the Panama Canal

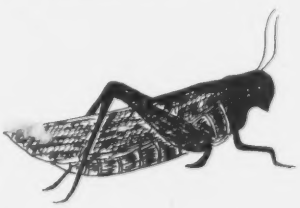


READ magazine articles on insects and insect problems in the world.

LOCATE on maps the areas discussed in relation to each insect studied.

ASK a visitor from Pakistan to discuss what insects problems exist in his country.

DISCUSS the manner in which insects are sometimes imported into countries.



POINT out the role of legislation in the control of insects.

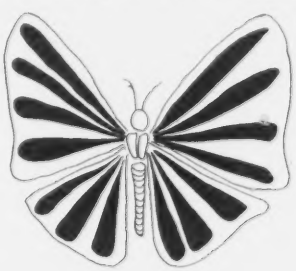
INTRODUCE the role of the United Nations in spreading knowledge of insect control and their role in handling insect problems.

DEVELOP a play about insects.

CONSTRUCT a paper ant castle, 20 inches high (math concept).

MAKE papier maché insect figures to be used as puppets.

PRESENT the play at a school assembly.



Writing Letters to Scotland

Purpose

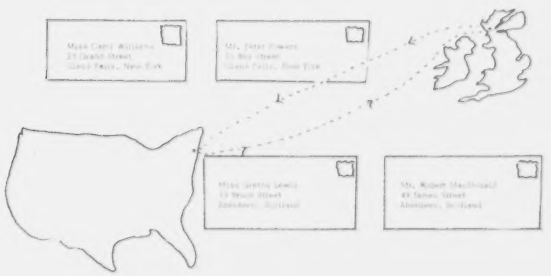
TO DEVELOP skill in letter writing.

TO PROVIDE an opportunity for language study.

TO STIMULATE interest in current events.

TO ENCOURAGE good work habits and pride in work done, especially as it concerns neatness and legibility.

TO HELP children realize that children in Scotland are very much like them—with similar likes and dislikes.



Suggested Procedures And Activities

DISPLAY maps of Scotland.

RELATE observations of Scottish children. (Teacher had been in Scotland the previous summer.)

TELL the class about the suggestion made by a teacher in Scotland that the classes exchange letters.

LOCATE Scotland on a map and on a globe.

DO research about the country and its people.

DISCUSS topics that might interest Scottish children.

PRODUCE maps detailing the school, the city, the streets on which the pupils live, points of historic interest in the area.

WRITE letters.

CORRECT letters (spelling and grammar).

REWRITE and mail the letters.

READ letters from Scotland.

EXCHANGE Christmas cards.

EXCHANGE holiday information.

PLAY Rounders (with slight adaptation).

USE Scottish currency in developing an arithmetic lesson.

LISTEN to records of bagpipes and drums, Scottish Country Dance music, and Scottish folk songs.

COMPARE Scottish dancing and square dancing.

USE the new friends in Scotland as subjects for creative writing and art lessons.

LOCATE on maps approximately where the Scottish children live.

CELEBRATE Guy Fawkes Day.

AROUSE an interest in Robert Burns and John Paul Jones.

ENCOURAGE the children's increased awareness of and interest in current events.

Junior High School

English and the Teaching of World Affairs

Purpose

TO USE world affairs as the foundation upon which to build a unit that has continuity and challenge.

TO STIMULATE an interest in the people of other countries.

TO DEVELOP the pupils' ability to do research.

TO DEVELOP the skills of note-taking and outlining and organization.

TO PROVIDE an opportunity for the pupil to express himself, orally and in writing.

TO ENCOURAGE creativity.

TO HELP pupils appreciate the work of others.

Suggested Procedures And Activities

PREPARE a bibliography of books set in other countries and currently available in the school library.

DISTRIBUTE the bibliographies to the class.

HAVE each pupil select several interesting possibilities from the list, examine them, and choose the book which most appeals to him.

OUTLINE a three-part project.

PHASE I (Reports of book read)

SUMMARIZE information presented in the book about the country and its people.

STATE in a paragraph one or two areas about which the pupil would like to know more.

INCLUDE a map designating the given country and place it in a world perspective.

TELL the "story" of the book—(presentation made in traditional or ceremonial costume).

PHASE II (Research)

VISIT the library for instruction by the librarian in the use of various research materials.

ESTABLISH requirements. Minimum of five different resources. Maximum of two different encyclopedias.

SEARCH for material on the topics mentioned in Phase I.

TAKE notes.

ORGANIZE notes into an outline.

PREPARE a written report on the selected topic.

ILLUSTRATE with maps, charts, and pictures.

PHASE III (Creative writing)

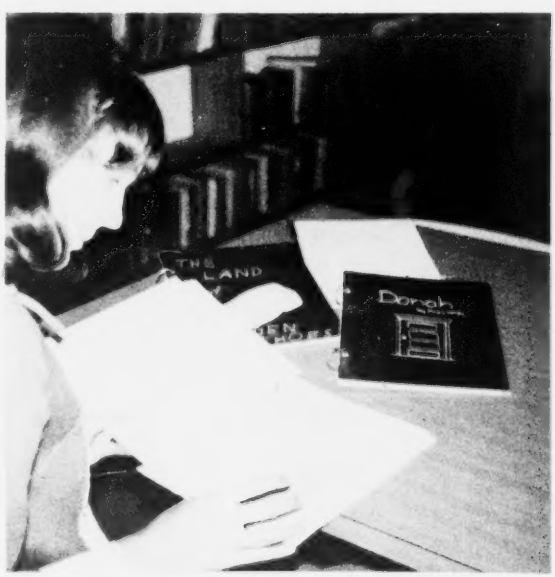
WRITE "books" set in the chosen country, using the information gained in the first two steps.

DIVIDE "books" into chapters according to the outlines previously established by the pupils.

INCORPORATE illustrations into the "books."

DESIGN a cover.

SHARE the "books" with the rest of the class.



These "books", written by an eighth grade class, were displayed in the school library the following year and were thoroughly enjoyed by many of the student body.

Girls' Physical Education Classes Study Foreign Dances

Purpose

TO CREATE pupil enthusiasm by arousing their curiosity about dancing in other parts of the world.

TO ACQUAINT the pupils with part of the culture of other people.

TO PROVIDE an activity to develop pupils socially and mentally as well as physically.

Suggested Procedures And Activities

PURCHASE records including three containing folk dances of Russia, Israel, and the United States.

EXPLAIN the dances and the translation of their titles.

ASSIGN research on folk dancing.

DISCUSS folk dancing.

SUGGEST preparation of a bulletin board in the locker room.

TEACH the steps of the dances.

ENCOURAGE girls who, because of family background, may be familiar with any of the dances to teach the dances to their classmates, or to explain the words connected with the dances, or the background of the dances.

EDITOR'S NOTE: Dances included Troika, Korabushka, Hora, Oh, Johnny, Oh.

"Alley Cat," American musical exercise created by two seventh graders.

Home Economics Class Has Eyes on Europe

Purpose

TO HELP pupils understand themselves . . . and others.

TO RECOGNIZE differences as well as similarities between peoples of the world.

TO REALIZE that the home life and customs of other peoples of the world are in keeping with their culture.

TO APPRECIATE the culture of other peoples.

Suggested Procedures And Activities

STUDY the home life and customs of Europeans as contrasted to our own.

COMPILE (each pupil) a report of general information about the country of her choice . . . seeking also information about the daily home life of individuals.

READ a biography and a novel set in that country.

INTERVIEW a person who has lived in or visited that country.

COLLECT and prepare for display objects pertaining to the country.

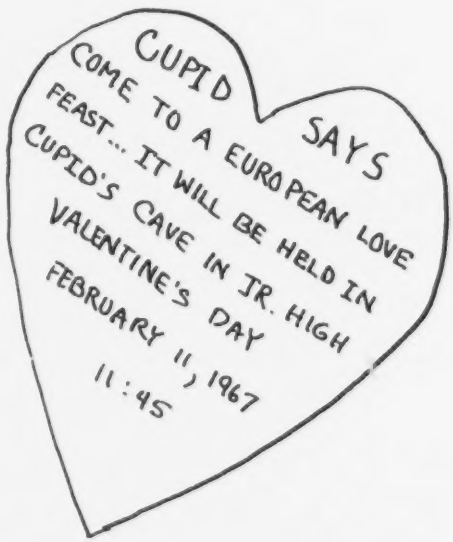
PREPARE a meal including dishes representing several of the countries.

EDITOR'S NOTE: Pupil comments evaluating their work following this unit include:

"One important thing we have learned is that the United States is not the only nation in the world."

"If every country in the world understood every other country we would have a better chance for peace in this world."

"I still have a lot to learn about accepting ways of life different from my own."



Japanese Brush Work in a Junior High School Art Class

Purpose

TO TEACH the use of the brush.

TO EXPOSE pupils to the art of another culture.

TO HELP pupils increase their powers of observation.

TO PROMOTE an interest in and an appreciation of other peoples.

Suggested Procedures And Activities

INTRODUCE *sumi-e*, explaining techniques, elements, and composition.

HAVE pupils bring in twigs.

BEGIN with the twigs (later with brushes) and show pupils how to hold and use them as the Japanese do.

STRESS the importance of the actual handling of the brush to get careful and spontaneous styles.

DISCUSS the Japanese way of going to nature to get a feel of nature and then translating it onto paper.

EXAMINE books and magazines for illustrations of moods or feelings.

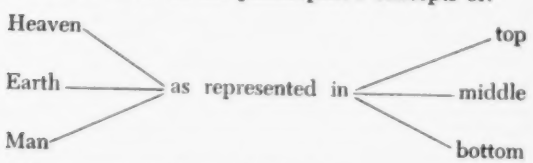
TRY to copy Japanese painting.

DISCUSS the perspective of Japanese paintings.

DISCUSS Japanese approach to painting.

Culture, Religion, and Philosophy

COMMENT on the philosopher's concepts of:



in Japanese painting and floral arrangements.

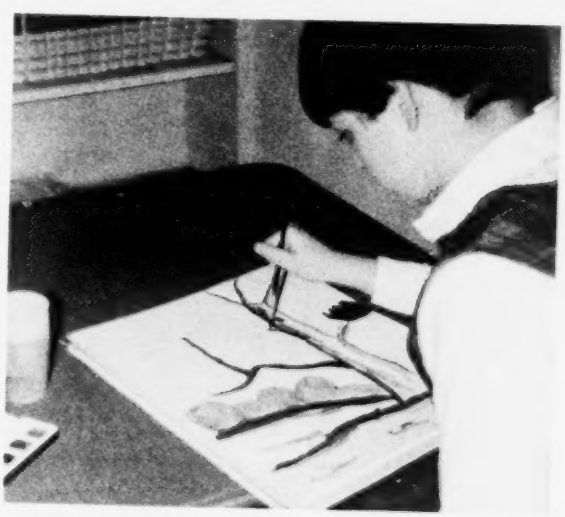
Manipulation

POINT out that the Japanese manner of holding brushes and chopsticks is as natural to them as our techniques of handling materials are to us.

Observation of Nature

DISCUSS and look at photos of water, trees, sky, rocks, and mountains. Bring in the variety of ways of describing clouds and water.

EXECUTE a landscape (Oriental or non-Oriental) using Japanese techniques (four-step approach: outline, shaping lines, dots, washes).



Project Hope (Annual Fund Drive)

Purpose

TO CREATE an awareness of the needs of people around the world.

TO PARTICIPATE in a program aimed at good will and understanding.

TO ENCOURAGE pupils to make a personal sacrifice to aid the needy.

TO DIRECT money formerly spent uselessly on parties at Christmas to aid for needy people.

EDITOR'S NOTE: A homeroom of ninth graders voluntarily decided one year to eliminate their Christmas party and to contribute to CARE the money they would have spent on the party. The spirit spread and the following year and each succeeding year the entire school participated in a drive for funds to be sent to whatever organization is designated that year by the student body.

Suggested Procedures And Activities

DISCUSS possible projects in homerooms.

VOTE in student senate to adopt HOPE.

OPEN the drive with a school assembly.

INVITE a radiologist on the local hospital staff (who had been a volunteer on the *SS Hope's* visit to Nicaragua) to present an illustrated talk,

or

SHOW movies of activities of the Hope Ship. e.g. *The Good Ship Hope*. Filmed in Southeast Asia, it points out the role the Hope Ship plays in treating the sick people of less fortunate nations.

WRITE to the HOPE office in Washington for promotional materials.

CONDUCT a campaign within the school to raise funds.

- Individual contributions
- Group contributions (homerooms, clubs)
  - Bake sales
  - Dances
- Specials
  - Faculty basketball game
  - Collection
  - Custodian (saving money he finds in school and matching it)

COLLECT and count money daily in homerooms.

MAINTAIN centrally-located bulletin board, changed daily to indicate total collected and the leading homerooms.

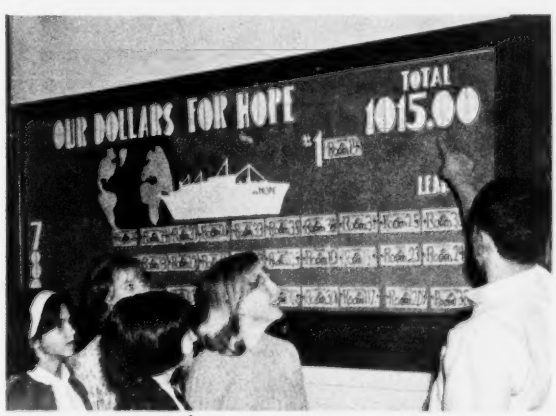
ERECT HOPE thermometer in the hall to show the progress being made toward the goal.

ISSUE daily reminders . . . over the PA system; with pictures and slogans on blackboards.

PUBLICIZE the campaign in student and local newspapers, with news stories, features, editorials.

ANNOUNCE at the pre-Christmas assembly the outcome of the drive.

AWARD a plaque to the homeroom making the largest contribution.



Seventh Grade Approach to Linguistic Grammar

Purpose

TO INTRODUCE to the pupils a modern linguistics approach to grammar.

TO CREATE an interest in words.

TO INCREASE the understanding of how various words are linked to form meanings.

Suggested Procedures And Activities

DISTRIBUTE study-work sheets. (See copy below.)

HAVE pupils observe Kirdish words (Ganda and Swahili).

CALL for the generalizations noted.

ANSWER questions on the work sheet.

A Seventh Grade Approach to Linguistic Grammar Used in Glens Falls Junior High School (One Class Period)

OBSERVATION AND LANGUAGE

You have been learning to use your powers of observation as you worked with the cave man pictures and as you read how the Venutian saw things on Earth. Now see if you can apply this skill to languages that you have never seen before. Observe very carefully, then use intelligent guessing to make generalizations about certain things that happen in these languages.

Ganda–Uganda

omukazi–woman	abakazi–women
omuwala–girl	abawala–girls
omulenzi–boy	abalenzi–boys

In the Ganda language, what form of a word is used to indicate singular number?

What form indicates plural number? What kind of affixes are these?

If *abalongo* means *twins*, what would be used for *twin*?

Kurdish–Near East

draiz–long	draizil–length
garm–warm	garmil–warmth

What was added to the adjectives to change them into nouns?

What do we call this kind of affix?

If *raes* means *true* in Kurdish, what do you think would mean *truth*?

Swahili–East Africa

stanipenda–he will like me
stakupenda–he will like you
stampenda–he will like him
statupenda–he will like us
stawapenda–he will like them
nitakupenda–I will like you
nitampenda–I will like him
nitawapenda–I will like them
utanipenda–you will like me
utampenda–you will like him
tutampenda–we will like him
watampenda–they will like him

Find the part of the words that mean:

we	us .....
will like	they .....
I	them .....
me	you .....
he	(subject)
him	you .....
	(object)

If you know that *stanipiga* means *he will beat me*, can you tell more specifically what means *will* ..... and what means *like* in the words above? .....

In the English translations, the word order is subject, tense indicator, verb, object–he will like me. Do you notice any difference in the word order of Swahili? What is their word order?

Now–won't observing and making generalizations about English be easy? ? ? ? ?

Visitons Paris (Grade Seven French Class)

Purpose

TO SUPPLEMENT the ALM (audio-lingual-materials) approach to language.

TO TEACH the phonetics of the French language.

TO TEACH students to respond in French to simple directions and questions given in French (identifying cities, speaking little phrases).

TO PRESENT background material on France.

EDITOR'S NOTE: Seventh graders taking French in the Glens Falls schools are beginning language students. They meet for class three times a week.

Suggested Procedures And Activities

TEACH the alphabet and sounds in words.

Loire Tours Paris

TEACH the alphabet song . . . to show how letters sound; to show that vowels look like ours but sound different; to show that vowels in words sound as they do in the alphabet.

TEACH French words for things in the classroom.

BUILD sentences.

e.g. *Où est*_____? *Je m' appelle* _____.

DISTRIBUTE dittoed assignment sheets of geographic places and outline maps (sample included on page 64).

ASSIGN pages in *Let's Travel in France* by Geis (a class set) for background reading.

PREPARE a large bulletin board with the heading "VISITONS PARIS" and including only the outline of the Seine River.

USE the map each day (for a four- or five-day period) for review and for making additions.

SHOW pictures (cut from magazines).

ASK for identification.

ASK for location.

STAPLE pictures to the bulletin board, thus building a map of Paris.

PUT French words (for items discussed) on board.

DISCUSS (in French as much as possible) the scenes about Paris and background connected with them (examples below).

l'Arc de Triomphe—Who built it?

le Tombeau du Soldat Inconnu—What's the inscription on it?

Eiffel Tower—What is it called in French? Why is it called Eiffel? Do you think (as some hope because they consider it ugly) that it will be razed? Why?

l'Opéra—Point out the ornate stairway (used in a Gene Kelly movie). Show a post card received from a staff member.

Montmartre—What does it mean? What is the church called? Has anyone been to Montreal? Did you see any building that reminds you of this church? *Qui est Richard Coeur de Lion?*

USE one scene to develop language study.

Square where the guillotine was used—

What was it called? *Place de la Concorde.*

What is the Italian equivalent of place?

What does *concord* mean?

What does *discord* mean? (In music, the opposite of harmony)

Cor—(Latin) heart

Dis—(Latin) absence of: thus, lack of agreement

Con—(Latin) together; meeting of hearts, harmony

PRESENT a brief background of the French Revolution.

ADD new items each day but continue to review.

REPEAT names and words.

ANSWER questions in French.

PRACTICE pronunciation.

ANNOUNCE quiz.

DISTRIBUTE review sheet in preparation for quiz.

GIVE the quiz.

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Visitons Paris (Grade Seven French Class)

Assignments for French
Beginning of the Year

Follow directions carefully and do these exercises as they are assigned.

ASSIGNMENT I

On the outline map of France, locate the following neatly and in ink, using the French names listed below:

A. Fleuves (rivers):
1. La Seine
2. La Loire
3. La Garonne
4. Le Rhin
5. Le Rhône

B. Villes (cities):
1. Paris
2. Rouen
3. Avignon
4. Cherbourg
5. Lyons
6. Le Havre
7. Marseilles
8. Bordeaux
9. Strasbourg
10. Tours
11. Grasse

ASSIGNMENT II

(Same directions as for Assignment I)

A. Montagnes (mountains):
1. Les Alpes
2. Le Jura
3. Les Vosges
4. Les Pyrénées
5. Le Massif Central

B. Provinces (provinces):
1. L'Île-de-France
2. La Normandie
3. La Bretagne
4. L'Alsace
5. La Champagne
6. La Provence
7. La Lorraine
8. La Touraine

C. (borders):
1. La Manche (English Channel)
2. L'Océan Atlantique
3. L'Espagne
4. La Mer Méditerranée
5. L'Italie
6. La Belgique
7. L'Allemagne
8. La Suisse
9. Le Luxembourg
10. La Mer du Nord (The North Sea)

ASSIGNMENT III

In an encyclopedia or other reference work find some information about the following:
1. Five products of France.
2. Five typically French food specialties known in many countries.
3. Some French contributions to world art, music, science.

ASSIGNMENT IV

Write a brief paragraph about the following famous French figures:
1. Jeanne d'Arc (Joan of Arc)
2. Louis XIV
3. Marie Antoinette
4. Napoléon

ASSIGNMENT V

(Same directions as for Assignment IV)
1. Victor Hugo
2. LaFayette
3. Louis Pasteur
4. Marie Curie
5. Claude Débussy
6. Pierre Auguste Renoir

La France

Word Study in a Junior High School English Class

Purpose

TO HELP pupils see that improved communication and transportation have increased the need for language study.

TO ALERT pupils to the fact that language is constantly changing.

TO SHOW pupils that knowing the derivation of a word may help in defining the word.

TO HELP pupils recognize that English is based in large part on other languages.

TO DEVELOP an awareness of the assimilation of foreign words and phrases into the English language.

TO CREATE an appreciation of the relationships among languages.

TO INCREASE the pupil's familiarity with, and facility in using, the dictionary.

Suggested Procedures And Activities

WRITE on the blackboard:

"My name was originally O'Mooney. You can see, therefore, that I am of German derivation (or descent). Is this true?"

CONCENTRATE on the word derivation. What does it mean?

Origin, descent (of an individual)

Formation of a word from an earlier word or base

CONSIDER descent.

Pupils identify their descent.

Pupils identify where their ancestors traveled from.

CONSIDER derivation in connection with words.

Some taken from another language

Some similar to words in another language

Dependence on Latin strong

manus	manual
portare	portable
amare	amorous

Location of derivations discussed.

In what reference books?

In what part of the book?

Enclosed by what?

DISCUSS reasons for stressing language.

Vast improvements in communication and transportation

Marked increase in travel

Constant change in languages

DEVELOP a time line in the history of the English language.

ASSIGN (language students):

COMPILE a list of at least 15 words we have borrowed from the language completely or which have very similar English counterparts.

ASSIGN (non-language students):

USE the dictionary to find the derivation of the words following.

WRITE (1) the word and (2) its derivation; and (3) use it in a sentence.

bizarre	feign	premiere
dilemma	hoi polloi	siesta
elite	grotesque	terra firma
	incognito	

EDITOR'S NOTE: During this lesson three men from Thailand and their American interpreter quite unexpectedly arrived to spend the period. Following the lesson, the interpreter, who had spent two years in Thailand as a Peace Corps teacher, spoke to the class. The Thai visitors added to the lesson by pointing out relationships between their language and ours.

This opens our eyes to the advantage of inviting foreign-speaking visitors to sit in on such a class and share their observations about language relationships. Especially interesting would be the languages less known to us, such as any of the African or Asian languages, Russian, Norwegian, or Hebrew.

Indo-European Language Tree

Senior High School

Biology Unit on World Health

Purpose

TO EXTEND the study of disease to include those diseases unfamiliar to us but prevalent in other areas of the world.

TO SHOW the relationships of environment and disease.

TO CREATE an awareness of the interrelationships of science with social and political science.

TO POINT out the role being played by the various agencies of the UN to combat disease and to promote world health.

Suggested Procedures And Activities

STUDY disease—its cause, spread, prevention, and cure.

ASSIGN individual reports on various diseases.

INVITE physicians in to speak on world health, especially foreign-born interns at the local hospital.

SHOW a film, *Unseen Enemies* (produced by Shell Oil Co.), portraying the work of the W. H. O.

ASSIGN the reading of *World Health* by Brockington in order to find the answers to questions on a work sheet-study guide.

Pakistani intern describes health problems in his country.

DISTRIBUTE the work sheet/study guide (copy below).

DISCUSS the answers to the questions on the sheet.

January 1961

A Work Sheet and Study Guide for *World Health*

By Fraser Brockington
(Pelican Book A425, 405 pp. 1958)

READ "EDITORIAL FOREWORD" BY CLARK-KENNEDY TO FIND THESE ANSWERS.

1. Complete the sentence which begins, "Rather all diseases of body and mind . . ."
2. Complete the succeeding sentence, "Further, as far as we can see . . ."
3. What physical or social factors contribute to disease or to the lack of disease?

READ FOREWORD, BY CANDAU.

4. State the subject of, the occasion of, and the date of, the first public, or international, health agreement.
5. How does the W. H. O. define health?

READ AUTHOR'S PREFACE.

6. Who, besides doctors, ought to be involved in world health? What activities or endeavors are touched by world health?
7. State Galen's ideal of health (p. 15).
8. What are the three levels of health as stated by the author (p. 16)?
9. Summarize Galen's description of reasonable health (p. 18).
10. Explain how health and disease can co-exist in the same individual (p. 18).
11. Quote the definition of health framed by W. H. O. (p. 19).
12. How does Scheele define public health (p. 20)?
13. How do differences in cultural values and beliefs of various nations affect the meaning of, and recipe for, health (p. 21)?

Biology Unit on World Health

Chapter 2—The Challenge of Ecology

14. How does the point of view of ecology change the homocentric outlook of public health (p. 22)?

15. How does ecology explain the maintenance of balance of populations (p. 23)?

16. What are the biomes that limit the spread of a plant or animal from one geographical unit to another (p. 23)?

17. Complete the sentence (pp. 24-25), "Much of public health can be seen . . ."

18. Complete the sentence (p. 25), "Particularly is this so when . . ."

19. Summarize in your own words the last paragraph (p. 26).

Chapter 3—The World's Mantle of Disease

20. List and define the limits of the four zones of the earth's surface (p. 27).

21. List and give types of the main groups of diseases as discussed in this book (p. 28).

22. Define "demography" (p. 28). (Use dictionary.)

23. What diseases generally spread from tropical to temperate zone (p. 28)?

24. What diseases are limited in their spread by natural habitat? Explain what "limited by natural habitat" means (p. 28).

25. In what countries is there presently a great problem with tuberculosis (p. 29)?

26. Where has the death rate of tuberculosis fallen (p. 29)?

27. Although the mapping of cancer is imperfect, certain cancers are more prevalent in a given area than others. List some of these cancer areas (p. 30).

28. What is the average daily intake for the three thirds of the world (p. 31)?

29. What is considered the minimum for the basal metabolic rate (in a body at rest) (p. 31)?

30. What areas of the world have the greatest deficiencies in their diets (p. 31)?

31. The most serious deficiency disease of the world, called ....., is a syndrome associated with ..... and aided by ..... (p. 31).

32. Locate, name, and describe the disease of the rice-eating countries.

33. Locate, name, and describe the disease of the maize-eating countries (p. 32).

34. Locate, name, and describe briefly the iodine deficiency diseases (p. 32).

35. List two diseases peculiar to the high standards of feeding of the western world (p. 33).

36. Why is it hard to assess statistics of the mentally ill (p. 34)?

Chapter 4—The Developed and Under-Developed Worlds Contrasted

37. How does development of backward countries affect health and disease, favorably and unfavorably (p. 35)?

38. List some of the characteristics of underdeveloped countries (p. 36).

39. List some of the characteristics of a developed country (p. 37).

40. What is the difference in death rates of under-developed and developed countries (p. 39)? (See also Figure 2, p. 43.)

41. What are the birth rates for the underdeveloped and developed countries (p. 40)?

42. Explain the difference in cause of death in an under-developed country as compared to a developed country (p. 41, 42). (See also chart, p. 48.)

Chinese Painting in a High School Typing Class

Purpose

TO OFFER a little variety for students in typewriting, transcription, and secretarial practice who must continually be typing straight copy work.

TO PROVIDE practice in "reading for meaning as you type."

TO INTEREST students in people from other countries.

Suggested Procedures And Activities

READ an article (copy below) on Chinese painting to the class discussing the following words:

latter —the difference in spelling and meaning of "latter" and "later."

minute—the difference in pronunciation and meaning of "mi-*nute*" and "*min*-ute."

anthro—meaning "human being," and the meaning of "anthropocentric."

DISCUSS briefly the Western ideas that the East is copying and the ones we might borrow from the East—e.g. time for meditation and a little tranquility in our own hurried days.

PUT a rough drawing of two pictures on the board:

one with a large seated figure and very small trees, house and flowers in the background.

one with two very small figures on a path and towering mountains, trees, and clouds.

EXPLAIN the last sentence of paragraph three, referring to the Sung landscape and an Italian painting.

DISCUSS briefly man's attitude toward other living things (birds, animals, insects) in our country and the reverence for all kinds of life in India.

GIVE the class the article to type.

ASK students, as typing practice, to write short notes to the teacher telling whether or not they enjoyed the day's class. (See samples below.)

Chinese Painting

In Chinese eyes a real master had to paint more than what he could see. He would have to be able to paint intangibles such as a woman's fleeting mood, a hope, an emotion, a dream. Could he capture one of those golden moments of life which are as precious as they are rare? Or could he depict the sting and bottomless depth of tragedy? For example, in a picture attributed to the last emperor of the Sung Dynasty (who threw himself into the sea) a bird of prey is relentlessly pursuing a smaller bird; in the frenzied flight of the latter, the death-and-life struggle of all creatures of all ages becomes symbolical.

Thus, the Chinese artist makes it his object and his task to express universal qualities of mood and emotion. Flinging himself into nature, he tries to grasp the essence of all things by spiritual communion with all things. In order to paint life, he must know and love it. He must absorb impressions from the myriad forms of nature: a tree changing its shade and color between a misty morning and bright noon, the sparkle of a waterfall, a blossoming sprig in the spring sun, a grandiose mountain landscape dwarfing man into insignificance.

In the China of old, man was not thought of as the lord of creation to whose service all other life ministered, but as one among innumerable living beings in the universe. It is for this reason that man in a Chinese landscape painting always appears minute in size—a mere accessory to impressive natural surroundings, preferably towering mountain peaks and bony rocks. Western art, even in pre-Renaissance days, was always more anthropocentric, more sensual, and full of the artist's own ego. If one compares a Sung landscape, in which mountains and clouds swallow up the human imprint, with an Italian painting whose master took nature as a mere background to the human theme, the different mentality of the two civilizations becomes clearly visible.

The same ideal which inspired Chinese society was also the underpinning of Chinese art. In the arts, too, the Chinese did not want supremacy over nature but rather harmony with nature. The lyricism of that art came from a refined type of human spirit and culture which was appreciative of schol-

Chinese Painting in a High School Typing Class

arship and good taste. It was, indeed, a gentlemen's art in the most profound sense.

—*CHINA: Confucian and Communist*
by Helmut G. Callis [7]

Students' Responses

Dear Miss Gahimer,

I enjoyed typing the article on Chinese Painting. I think that this growing interest in world affairs is of great importance to every student. I hope we will do more of this.

Your loving student,
Carole

Dear Miss Gahimer:

I thought that your lesson in painting was very good. I think it is fun to learn about other countries and their customs.

Love,
Sue Varney

Dear Miss Gahimer:

I liked typing the article on China because I like straight typing. It was also quite interesting even though I don't like art. Besides, I think it is a lot more interesting than those "if-an-for-but" phrases.

Sincerely,
Sharon

Dear Miss Gahimer:

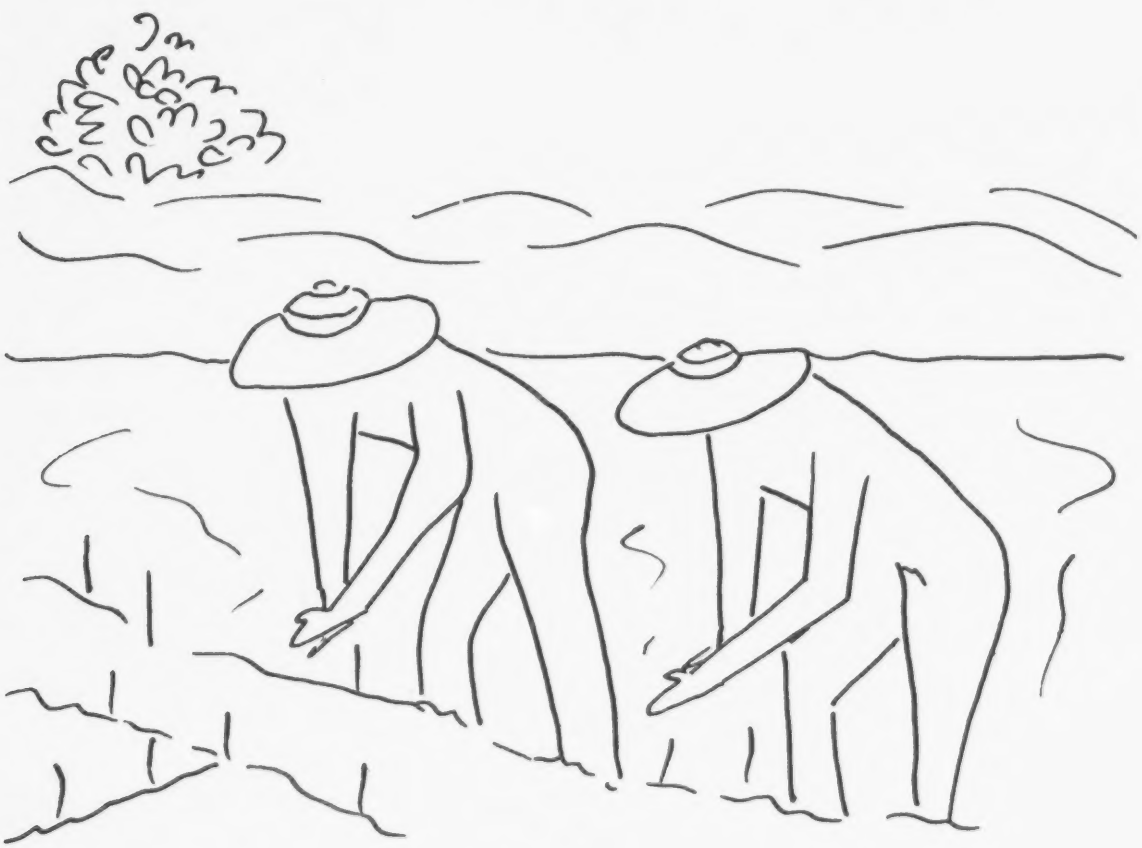
I found today's class interesting, and rather different. It not only broke the same old routine, but also gave me a background on different kinds of art.

Thank you,
Prudy Selleck

Miss Gahimer,

I thoroughly enjoyed what we did today, and am very interested. I think it would be nice to do the same once a week. It would be interesting and it would teach us something of importance.

Yours truly,
Linda Stewart



Have Boss Who Travels (Secretarial Practice Class)

Purpose

TO ACQUAINT students with the wide range of activities involved in planning a trip.

TO HELP students recognize the nearness of world neighbors.

TO CREATE an awareness of the effects of the differences in time around the world.

TO PROVIDE a review of the geography of the United States and of the world.

TO TEACH students to extract information from original sources and to arrange it in tabulation.

Suggested Procedures And Activities

SELECT foreign cities (each student making her own selection).

READ widely about the chosen city and country.

WRITE (from notes taken from readings) a short article about the city and type it.

WRITE personal letters to ambassadors, tourist offices, travel agencies, asking for information and/or display material.

WRITE, type, and mail thank-you letters.

DISPLAY material received.

PREPARE notebooks including material received in response to letters and samples of each phase of the unit.

COLLECT time tables (bus, ship, train, plane).

TEACH students how to read them.

DISCUSS types of accommodations on trains, ships, planes.

TEACH a lesson on traveler's checks.

HAVE the students take in shorthand a dictated article on time zones.

HAVE them transcribe the article.

MOUNT on the wall a large map of the United States.

DIVIDE it into four time zones.

REVIEW the capitals of the states.

PREPARE a small map of the United States showing the capitals and states in each time zone.

EXTRACT from the *Information Please Almanac* an alphabetical list of major cities of the world, giving latitude, longitude, and time when it is 12 noon in the local community.

ARRANGE this material into time zones beginning at 5 p.m. in Aberdeen, Scotland, and proceeding eastward around the globe.

WORK out proper headings and placement.

TYPE the material in tabular form.

PREPARE a world map showing location and time of the major cities of the world.

TEACH the spelling and pronunciation of these cities.

PREPARE a tabulation using currency units and values from the *Reader's Digest Almanac, 1966.* (See page 76.)

PREPARE from the travel unit in the textbook a handwritten precis and type it.

TAKE a field trip to a local hotel. Ask the manager for a tour and an explanation of the many facets of hotel-keeping including making and confirming reservations.

Lesson on the Poem "Mending Wall" (Senior English)

Purpose

TO DEVELOP the symbolism in the poem (that of two kinds of persons, representing the status quo vs. change) to a consideration of nationalism vs. internationalism.

TO ENCOURAGE students to think clearly, to interpret, to make observations, to reach conclusions based upon reasonable assumptions, to express themselves clearly.

Suggested Procedures And Activities

READ the poem, "Mending Wall" by Robert Frost.

DISTRIBUTE a work sheet. (See copy below.)

DISCUSS the poem and an interpretation of it using the questions and suggestions on the sheet.

Mending Wall—Senior English

To some readers, this poem is symbolical of two kinds of persons: one, a person who likes things as they have always been; the other, a person who likes change and keeping abreast of the times. The wall represents tradition to be conserved.

Other readers have found that this poem states one of the greatest problems of our times: whether national walls should be made stronger for our protection, or whether they should be let down, since they arrest our progress toward understanding and brotherhood. This is the essence of the conflict between nationalism and internationalism.

The poet himself frowns upon such symbolic interpretations, according to Louis Untermeyer. What do you think? Does the poem say anything more than it seems to say?

1. What is it that doesn't love a wall?
2. What two forces destroy stone walls so they have to be fixed in springtime?
3. How do the people whose land the wall separates plan to repair it?
4. Explain: "To each the boulders that have fallen to each."
5. Explain: "He is all pine and I am apple orchard."
6. Why does the conservative say, "Good fences make good neighbors?"
7. Why won't the liberal say "elves" to the conservative?
8. Explain: "Like an old-stone savage armed."
9. Explain and *learn:*

"He moves in darkness, as it seems to me
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, 'Good fences make good neighbors.' "

Eyes on Europe (School-Wide Theme)

Purpose

TO DEVELOP an appreciation for cultures of other peoples.

TO RECOGNIZE the interdependence of nations.

TO PROVIDE a theme to be used for cooperative planning by several disciplines.

TO ATTEMPT to show pupils the interrelationships of various disciplines.

Suggested Procedures And Activities

Art

EMPHASIZE an acquaintance with European masterpieces through reproductions and the study of museums.

STRESS creative work and engage in an exchange of student art with European students.

Business Education

STUDY the Common Market as it applies to the commerce and business of the United States.

English

PREPARE a list of book titles to reflect life in the United States to students in Europe studying the English language.

DISCUSS British and American spelling rules and vocabulary where meanings differ.

Foreign Language

PROCURE and read magazines and newspapers in a foreign language (e.g. *La Presse* of Montreal).

ARRANGE pen pal correspondence with students in German and French schools.

MAKE maps of prevailing languages of the Common Market area of Europe.

Home Economics

STUDY foods of Europe: What foods and meals are popular? How are they made? How much do they cost?

STUDY European customs: family living, dating, arranged marriages, traditional employment.

Industrial Arts

CONSIDER the metric versus the British system of measurement.

COMPARE the native lumber of Europe with that of North America.

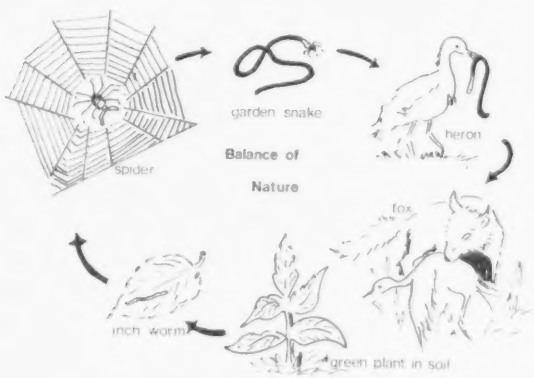
DISCUSS the use of lumber for home building in the United States versus the use of brick or stone in Europe.

Mathematics

WORK out currency exchange problems. (See sample on page 76.)

EXCHANGE courses of study and examinations with schools in Europe.

COMPILE statistics (converting when necessary—computing average and totals—preparing graphs and charts and tables) on income, population growth, distances.



Science

STUDY Euratom, WHO, FAO, WMO.

PREPARE reports on foods, health, weather.

Social Studies

STUDY NATO.

CONDUCT a weekly "current events in Europe" report and discussion session.

READ books set in European countries and/or biographies of Europeans.

Eyes on Europe

Foreign Money and Its Value[9]

Source: Manufacturers Hanover Trust Company, 1966

COUNTRY	UNIT	SUBDIVISION	U.S. VALUE
Aden	Dinar	1,000 Fils	$ .14
Afghanistan	Afghani	100 Puls	.02
Albania	Lek	100 Quintar	.02
Algeria	Dinar	100 Centimes	.20
Andorra	Peseta	100 Centimos	.017
Angola	Escudo	100 Centavos	.04
Antigua	Dollar	100 Cents	.59
Argentina	Peso	100 Centavos	.0047
Australia	Dollar	100 Cents	1.118
Austria	Schilling	100 Groschen	.039
Azores	Escudo	100 Cents	.035
Bahamas	Pound	20 Shillings	2.81
Bahrain Islands	Dinar	1,000 Fils	.21
Balearis Islands	Peseta	100 Centimos	.017
Barbados	Dollar	100 Cents	.59
Basutoland	Rand	100 Cents	1.4
Bechuanaland	Rand	100 Cents	1.4
Belgium	Franc	100 Centimes	.02
Bermuda	Pound	20 Shillings	2.80
Bolivia	Peso	100 Centavos	.085
Brazil	Cruzeiro	100 Centavos	.0005

Hands Across the Sea

EDITOR'S NOTE: The Glens Falls City School District and the American Cooperative School in Tunis engage in an exchange program arranged by the United States Department of State. A report of the growth of this program follows.

Purpose

TO HELP the school in Africa become, in the words of Dr. William L. Bitner, superintendent for the Glens Falls city schools, "a model of American education in a foreign country."

Procedure

FALL, 1965

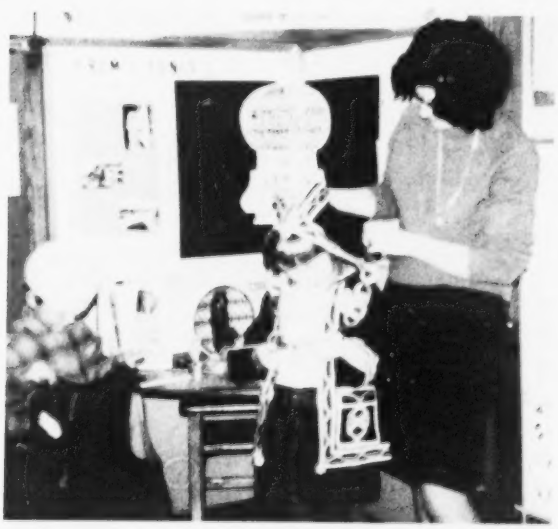
Dr. Bitner spent three weeks in Tunis to observe and advise on the operation of the overseas school.

JANUARY-FEBRUARY, 1966

The principal of the Tunis school and two of the teachers (third and sixth grade) were in Glens Falls for several days observing local schools in action.

SPRING, 1966

Five Glens Falls teachers, during their spring vacation, went to Tunis to work with the American Cooperative School teachers in their own classes.



NOVEMBER, 1966

Philip Mosier, sixth grade teacher in a Glens Falls school, left on a leave of absence to assume the principalship of the Tunis school.

Two teachers on the staff of the Tunis school arrived for a two-weeks stay in Glens Falls.

JANUARY, 1967

Glens Falls administration, with the cooperation of the State University of New York at Plattsburgh, arranged for two seniors to spend their final semester student-teaching in the Tunis school.

SEPTEMBER, 1967

The two students who completed their college career in the Tunis school joined the staff of the Glens Falls City School District.

JANUARY, 1968

Arrangements were completed between the Glens Falls school system and the State University of New York at Plattsburgh, and a second group of students (four this time) left to spend the spring semester practice teaching in the Tunis school.

THE EXCHANGE CONTINUES . . .

One of the Glens Falls teachers who traveled to Tunis used the visit a few months later of a teacher from the American Cooperative School to introduce her first graders to a study of Tunisia.

She prepared a display with pictures of Tunisia and objects she had brought home from her visit there.

The overseas visitor spoke to the class explaining the meaning or demonstrating the use of the various articles.

Later the class did map work, drew, discussed what they were learning, and wrote letters to pupils in the Tunis school.

Junior Red Cross

A Club Program at Elementary and/or Secondary Level Followed by Reports of a Sample Activity at Each Level

Purpose

TO PROVIDE an opportunity for children to do something for others.

TO ENCOURAGE a feeling of friendship for people, at home and abroad.

TO PROMOTE practice in good citizenship.

TO MAKE academic learnings more meaningful.

Suggested Procedures And Activities

ORGANIZE the club.

FIND a teacher sponsor.

ENLIST or invite membership. Set limits . . . size and personnel (grade or age).

ESTABLISH rules or regulations, regarding officers, meetings, dues.

PLAN a program.

MAINTAIN contact with the local Red Cross chapter.

ENGAGE in a variety of activities.

WRITE and dramatize a skit explaining the work of Junior Red Cross.

DISPLAY *Junior Red Cross News* and encourage members to read it.

CORRESPOND with the sister school in Tunis, and with other contacts (Azores, Korea, and a school in Poland for the handicapped).

SEND gift boxes for the poor in the area of the Tunis school.

MAKE tray favors for a nearby Veterans Administration Hospital—for Veteran's Day (or Halloween), for Memorial Day . . . any holiday.

PREPARE holiday articles for local giving . . . tray mats, decorations, centerpieces.

MAKE Thanksgiving place mats for the local hospital, a home for the aged, and the county infirmary.

ASSIST at the Red Cross bloodmobile.

DONATE blood.

CONDUCT a spring clothing drive.

FILL gift boxes upon request from the local Red Cross Chapter.

DONATE boxes and toys to Project Head Start.

CONDUCT a campaign for health and safety . . . with displays in hall show cases, on corridor bulletin boards, in classrooms; with a stage program on first aid; with a film on bicycle safety; with a dramatization regarding snowball safety.

INVITE local people to present illustrated travel talks.

FOLLOW a study program with a view to world understanding.

Study of a Country

Areas of study

Food	Clothing	Recreation
Health	Shelter	Geography
World organizations		Red Cross activity

Manner of reporting

Pictures	Costumes	Books
Displays	Charts	Dramatization
Dioramas	Objects	

Extension of the reports

Assembly programs (plays)

Grade programs (adaptations of plays)

Programs for community groups (home for the aged, church organizations, P.T.A.)

Biographical Study

SELECT people of international importance.

PRESENT their lives and work through:

Dramatization (interview, highlights of their life story).

Magazines and books using the opaque projector.

Filmstrips.

Question and answer game that ultimately reveals the person's identity.

An Elementary School Red Cross Club Project

Purpose

TO HELP children realize that there are people in need.

TO DO something for others.

TO USE this contact or this interest as a theme in developing lessons.

TO ENCOURAGE genuine concern for others.

Procedure

RECEIVED a request from CARE to send aid.

COLLECTED $90 through individual contributions.

CONDUCTED a used book sale.

SENT money to CARE specifying Korea as the place selected by the children where they would like the money used.

LEARNED that packages had been sent to an uninfected children's home in a leper colony in Pusan, Korea.

ESTABLISHED correspondence with the colony director.

STUDIED leprosy.

SENT a class picture.

DISPLAYED gifts and other materials received from the home.

CONTINUED to maintain contact, and to send packages through CARE.

CONDUCTED a drive to send a Christmas gift (blankets and food).

PLANNED publicity.

MADE and displayed posters.

WROTE appeal letters and sent them home.

PRESENTED talks to various classes in school urging support.

CHECKED collection daily.

KEPT the school informed of progress (reporting daily over the PA system).

DISPLAYED articles relating to the colony or received from the colony.

Envelope from the colony

Christmas card

Wheat

CARE reports

A High School Red Cross Club Project

Purpose

TO COOPERATE with the local Red Cross chapter.

TO DO something for those in the world in need.

TO FILL a chest for Vietnam.

TO EXTEND the Red Cross program.

Procedure

RECEIVED a request from national Red Cross headquarters through the local chapter to fill a chest to help start a school in a bombed-out area in Vietnam.

VOTED to accept the project.

DECIDED to enlist the support of all Glens Falls schools and of area schools.

FILLED two chests.

(In addition to items supplied by the Glens Falls schools and the high school club, from three area schools came nail clippers, pencils, metric rulers, and soap. The Varsity Club gave sporting equipment: volley ball and net, football, soccer ball; the Homemakers Club bought and stitched hand towels and wash cloths; the Outing Club donated $10 toward shipping charges.)

SENT an invitation to area students who worked on the project to meet with club members and advisor.

NOTED that the enthusiasm of the students points to future cooperation.

DISCUSSED the organization of an area student council to coordinate efforts on projects similar to the Vietnam project.

Part Two

ITWA Council Gives Reception for Foreigners

Visit to Germany Discussed in Talk At Rotary Luncheon

Couple Return From Teaching in Africa

Local Teacher Tells Of Final Days in Egypt As Community Ambassador

Bolivian Teacher Visiting Area

PAGES OF IDEAS

Some ITWA Activities in Glens Falls

Teacher Describes Peace Corps Service in Pakistan

Returning to Glens Falls for a visit after Peace Corps service in Pakistan, a former science teacher at the junior high school spoke to several classes.

Miss Saboski described the preliminary training she received at the University of Chicago. One phase of the training, she explained, included a study of the Bengali language.

She talked about life in Pakistan as she saw it—touching on climate, food, schools, wedding customs, poverty, position of women, and transportation.

Pupils' Slides Illustrate Folk Tales

A fifth grade reading class located on a large wall map the countries from which their ancestors had come to the United States.

They found stories which their ancestors had brought to this country and which we read, tell, and enjoy today.

They made slides of their story, and projected the slides as they told the story to the rest of the class.

"Rumpelstiltskin"

"Five Chinese Brothers"

Some ITWA Activities in Glens Falls

Brownies Compile International Cookbook

A Brownie Troop of fourth graders compiled and illustrated a cookbook of recipes around the world.

Each girl also drew a picture of her own choice. The troop sent the pictures to World Friendship in Art, and received pictures from abroad in return.

Students React to Vietnamese Farewell

Cao, a 19-year-old Vietnamese, attended classes at the high school during the two months he spent in Glens Falls. When he left, he asked each teacher if he might sing a song in Vietnamese as his farewell to the class.

One teacher asked her students the following day to write their impressions of Cao's farewell.

"As Cao sang his song, I noticed the extreme pride he had in it . . . I perceived . . . the great variation of tones and an intricate tune. Many American students do not have nearly the respect for their national anthem that Cao seemed to have for this song."

". . . impressed . . . he was proud to sing the song for us . . . How many Americans would get up in front of a class and sing a patriotic song about the United States?"

"He seemed to know what he was doing and what he wanted to say, emotionally. The void that would normally have existed due to the language barrier was non-existent. The entire class could feel what message he was conveying—one of love against hate, war against peace, good against evil."

"He sang the song with great solemnity and emotion."

"I felt very sad when Cao completed his message and left the room."

"There was the presence of a great love for his try . . . in his face and voice. It is sad that Americans are not able to express or feel this intense pride of one's homeland. When I listened to Cao, I was captivated by his beautiful voice, but mainly by his expression and message to cherish peace."

"Since it is a national song, I felt Cao was trying to bring part of his nationalism to us. The oriental quality of the song, of course, made it sound mournful to my ears, but by watching his face and hearing his words, I know that it was meant to be a joyful tribute to the home he is away from."

"One could see the pride in his face as he sang. It looked as if he was glad to be able to do something we might enjoy, as he wanted to thank us for the opportunity to be in America. Also present in the room was the pride of the students in their country . . . realization of all the wonderful things the United States does for the people of other lands."

"After Cao had announced that he was going to sing a song about his country, I was rather startled. It was not that the idea amused me, but simply that it was somewhat out of the ordinary for a student to sing for a class. As he began to sing, however, I realized how much the song and its words meant to him. He was completely serious and sang out with what seemed like a deep feeling or emotion. In my mind, I visioned what it must be like living in a country torn apart by war for twenty years. I must admit Cao and his song truly moved me, and I realized how much I take for granted, living in peace and prosperity."

"I was greatly impressed by the deep feeling Cao showed for Vietnam. It made me want to believe in the greatness of the United States and do something for my country. Also, it made me want to do something for Vietnam and the people who could have so much feeling and emotional attachment to their land. It made me want to believe with the same depth of feeling and made me realize that I don't have much feeling for the United States as a country."

"Cao's singing of the Vietnamese song, fo me, was an unexpected but impressive expressio.. of farewell. I say that it was unexpected because, were I in his place, singing a song to a group of students who had no knowledge of my language would indeed be difficult. Watching him sing, I could sense Cao's deep reverence for his homeland, even though I could understand not a word he sang. I was impressed, though, with the simple beauty of the melody he sang, and the strange but beautiful style of the language. Here in America, with its hard core of people who are unwilling to show emotion, it is often difficult to judge a performance. After Cao left, however, no one in the class seemed to want to make any jokes or criticisms, for the performance was that impressive to all."

American Pupils Conduct Japanese Party

Enthusiasm grew as an assistant teacher discussed Japan and showed films from Japan. The class decided to conduct a traditional Japanese party.

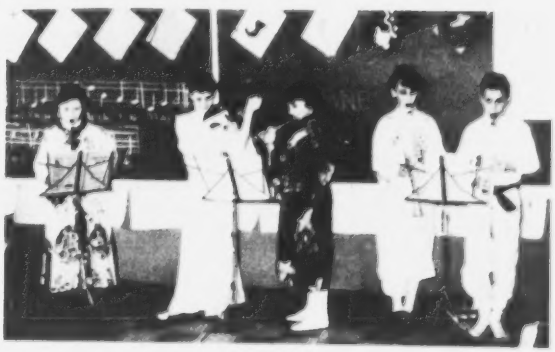
Clad in kimonos, seated on pillows on the floor, they sang the Japanese national anthem in Japanese, ate rice with chopsticks, drank tea, listened to Oriental music, presented reports on various phases of Japanese life, and enjoyed the assistant teacher's sketch of the history of judo and demonstration of positions and falls.

Student fills his rice bowl.

Judo demonstration.

Eating with chopsticks.

Pupils pose in kimonos.



An Oriental musicale.

Ideas for Gaining Community Support

Acquaint the Community with the Program

SEEK newspaper cooperation in publicizing the program and its activities.

MAKE teachers available to speak on improving the teaching of world affairs—its importance and its place in the schools.

Invite Community Involvement in the Program

NOTIFY service clubs of available student, teacher, or visitor speakers.

ENCOURAGE community organizations to plan world affairs programs or studies.

FORM a community world affairs council or United Nations committee.

ENCOURAGE community organizations to invite foreign-born or foreign-traveled visitors to speak to the group.

INVITE the interest of service groups in promoting international understanding by establishing world affairs awards, or travel grants, or by sponsoring foreign exchange students.

ENCOURAGE church groups to sponsor or aid in UNICEF collections at Halloween.

ENLIST bank tellers to assist in counting UNICEF money.

ENCOURAGE community organizations to sponsor speakers who will present some aspect of world understanding (e.g. a delegate to the United Nations, a foreign-born professor at a nearby college, a career diplomat who has served overseas, a returning missionary or Peace Corps volunteer).

INVITE families in the community to provide home hospitality for foreign visitors.

ENLIST the support of community organizations in providing reception committees for foreign visitors.

ENCOURAGE the local Red Cross to notify the schools and community organizations of their needs in filling boxes for overseas mailing.

INVITE business and industry with foreign contacts to send representatives to the school to talk to classes about their products, the country or countries they deal with, considerations involved in doing business abroad, or the world market in general.

SEARCH out resources—missionaries, businessmen, travelers, students, area colleges.

EDITOR'S NOTE: The world makes itself felt everywhere. The following are a few brief examples of various ways the world has played a role in the life of one community (Glens Falls).

A local newspaper carried a picture story about a series of posters representing the 88 countries with which a local insurance company does business. A ninth-grade social studies teacher borrowed some of the posters to use with his classes for discussion. (The Philippine posters fit well with a *Life* magazine article about President Johnson's visit there.)

PTA had a pupil program, "Voices of the World" —a musical visit abroad by choral club and orchestra.

Business and professional women conducted an International Night.

Dinner

Musical program presented by elementary school students

Panel discussion by students including an Australian exchange student

A church group observed World Community Day with a speaker and Parcels for Peace offering.

Local Volkswagen dealer brought in a German specialist for a three-year stay.

PTA offered a program of a teacher's impressions garnered from a summer in Germany in which the teacher interspersed his illustrated talk with skits, songs, and dances performed by his pupils.

Ideas for the Classroom (General)

PLAY game (20 questions) to discover a person's or a country's identity.

ENCOURAGE discussion when a pupil brings in an article from another country.

Where is the country?

How do children dress there?

What do they eat, study, play, etc.?

Is there anyone else whose father, uncle, or brother was/is in service overseas? Where?

KEEP a bulletin board on current events in another country.

PREPARE a portfolio of maps and information about a country, a continent, or a region.

VISIT the local library for material on countries studied.

WRITE (to travel bureaus, embassies, etc.) for material on countries being studied.

TAKE an imaginary trip to foreign countries.

MAKE passport.

MAKE health certificate.

DISCUSS ways of life.

DISCUSS landmarks.

TEACH simple words and phrases.

TEACH songs and dances.

SHOW slides, movies, pictures, filmstrips.

TEACH foreign phrases in elementary grades.

DEVELOP a class scrapbook on areas studied.

PREPARE bibliographies (teacher and/or librarian) (e.g. a list of novels and biographies on immigration for pupils studying American history).

PRESENT book reports, written and/or oral. Start an annotated file.

READ parts of the Koran, and/or other foreign religious sayings.

USE holidays as a key to world affairs.

Flag Day—Study of our flag, its meaning and origin, flags of other nations.

St. Patrick's Day—Study Ireland, Irish immigration to the United States.

Thanksgiving—Study its origin. Compare it with similar celebrations around the world.

CONDUCT physical exercise routines in a foreign language.

DRAMATIZE the lives of famous world personalities.

PLAY the role of different peoples, trying to understand how they feel (e.g. race relations, Arabs in Israel, untouchables in India).

WRITE stories on the meaning of Brotherhood Week.

MAKE posters or draw pictures to show the meaning of brotherhood.

CONTRAST collecting for UNICEF at Halloween with the "trick-or-treat" custom at Halloween.

PLAN a field trip to local or area museums.

FOLLOW it with a study of painters or inventors to show the international character of art and science.

INVITE foreign-born parents (or other residents) to demonstrate national costume, ceramics, silver, embroidery, representative of their native land.

INVITE students or teachers with foreign travel experience to speak to a class.

HOLD a crafts exhibit, showing the work of many nations.

BORROW a stamp collection from the Japan Society for exhibit and study.

HAVE a school-wide exhibit (of pupil work)—UN reports, art work, notebooks, diagrams, etc.

DISPLAY at a PTA meeting a collection of paintings done by local pupils which will be sent abroad as an exchange exhibit.

FORM a Junior Red Cross Club.

CONDUCT a clothing drive for the needy in some part of the world.

CONDUCT a drive for HOPE, CARE, etc.

PUBLISH a special world affairs or a UN edition of the school newspaper.

DESIGNATE Pen Pal Day: Have individual children read letters received from children in foreign lands.

INVITE a Red Cross representative to tell what the organization does to promote human rights around the world.

PLAN a program or a display based on "Around the World in March" (or December or September).

INVITE a local Hope Ship volunteer to present a program.

Ideas for the Classroom (General)

PREPARE programs on "What are the gifts the nations of the world have given to mankind?" (pasteurization, Salk vaccine, eyeglasses, etc).

CELEBRATE:

Brotherhood Week	Pan American Day
Child Health Day	Passover
Christmas	Star Spangled Banner
Columbus Day	(adoption as anthem)
Fathers Day	Thanksgiving
Flag Day	UNICEF
Human Rights Day	UN Day
Interfaith Day	Universal Childrens Day
Memorial Day	Valentines Day
Mothers Day	Veterans Day
Negro History Week	World Health Day

HAVE each class write a slogan appropriate to some of the above occasions. Post slogans on the school bulletin board. Discuss slogans in each classroom.

INVITE former Peace Corps volunteers to talk to students.

HOLD a UN festival of international songs and dances in which all classes, however simply, take part.

HAVE the school adopt a foreign child. Maintain school bulletin for continuous reporting. Report on progress and read correspondence at assemblies.

HOLD an Olympic festival composed of games and dances known around the world. Include narrated history of the Olympics.

HOLD poster competition on (*UNICEF, Brotherhood, UN*). Post the winner from each class on the school bulletin board.

Ideas for the Classroom (Primary)

PRESENT talks on being "good neighbors."

MENTION and discuss kings and queens (as opposed to presidents) in nursery rhymes.

ADAPT the Pied Piper of Hamlin into an operetta and present it at an assembly.

USE a puppet (e.g. pretending to be a French chef) to teach about his country and some simple phrases in his language.

TEACH simple phrases and words in another language (boy, father, hello).

MAKE up tunes with simple French words the children learn.

TEACH folk songs and singing games in connection with countries studied.

RELATE games and music to the country from which they originate.

LEARN dances of other nations.

MAINTAIN a news bulletin board.

HAVE "news around the world" time.

ENCOURAGE children to bring in objects (chopsticks, etc.).

ENCOURAGE discussion when an object (or story) is brought in by a pupil.

What country it is from? Where is that country? How do children dress there? What do they eat?

Do any pupils have relatives who served (or lived) overseas? Where?

USE a world news item as the framework for developing world concepts.

Example: President's trip in 1966

LOCATE and discuss the countries he visited.

DEVELOP the concept of direction. (Which way will he travel next to get to _____?)

INTRODUCE the idea of continents.

BRING in articles from around the world.

USE "Around the World with the Ant and the Bee" to introduce a study of the continents.

TEACH the names of the continents and what people live there.

LOCATE continents on a globe and on a map.

STUDY the shape of the earth and its movements.

DEVELOP a lesson on maps, globes, distance, and transportation built around Columbus discovering America.

DISCUSS climate and its influence on food, types of homes, and the dress people have.

STUDY holiday customs around the world.

CELEBRATE foreign festivals.

BUILD a study around a holiday with a foreign background (e.g. St. Patrick's Day).

DISCUSS the origin of the holiday (Ireland, immigration, the contributions of immigrants to the growth of the United States).

USE coins, stamps, flags, dolls to create interest.

DRESS dolls in native costume.

MAKE jewelry representative of a foreign land.

MAKE German cookies.

HAVE children eat foods of other lands.

DRAW flags of other nations.

DRAW (or build) homes around the world.

DRAW people of different lands.

PREPARE bulletin boards (e.g. Homes Around the World, Christmas in Other Lands).

STUDY travel in other nations.

MAKE comparisons of United States money and money of other nations.

CONTRAST systems of measurement in the United States and Europe.

DEVELOP an arithmetic lesson following a description of the metric system.

INVITE a teacher to show slides of a country being studied.

ENCOURAGE comments and questions from the children.

ASK for identification or interpretation of items on the slides.

INVITE a visitor to speak about another country (an exchange student or teacher, a visitor from abroad, a local person who has lived or traveled abroad).

PLACE flags on globe to show where foreign visitors live.

EXCHANGE letters and cards with children overseas.

SEND notebooks (or scrapbooks) with original stories about daily living, pictures of pupils and things they do, and samples of their work through the Red Cross to another country.

Ideas for the Classroom (Intermediate)

LISTEN to national anthems of several countries.

USE music as a stepping stone.

STUDY the country of a song's origin.

READ lives and contributions of composers.

RELATE (when possible) this music to the dance and music of colonial America.

TEACH and perform dances connected with this music.

INCORPORATE (if appropriate) dances and songs into class plays and assembly programs.

TEACH songs of other countries.

TEACH creative paper-cutting designs.

STUDY artists of other countries . . . or composers . . . or scientists.

PAINT a mural to illustrate the holidays of various countries.

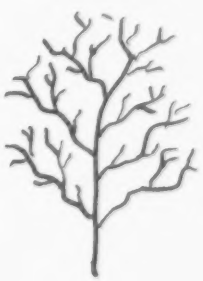
LOOK at examples of foreign art.

MAKE posters on _____.

CONSTRUCT models of homes or villages in different media.

DRAW pictures of scenes in other countries, people, or homes.

MAKE a comparison of the age of the cultures of China and the United States through drawings.



China (4000 years old)

U.S. (500 years old)

READ poetry of other lands.

SEARCH for and display poems from other languages for World Poetry Day (October 15).

READ stories of different lands, and lives of people from other lands.

READ the Junior Red Cross magazine.

NOTE likenesses of heroes in foreign stories to American heroes.

COMPILE a bibliography of all stories of other lands that are included in the supplementary readers used in the school system. Arrange them by grade level and include country or area, name of the reader with copyright date, and name of the story.

LOOK up background for stories in literature books—settings, people.

PRESENT an assembly on myths, legends, and folk tales.

ACT out plays based on legends of people around the world.

USE editorial cartoons in reading class to elicit pupil reactions.

READ an Indian fable to the class. Have them write an original story based on the fable.

ENCOURAGE the reading of news magazines.

LISTEN to news reports of world events.

WRITE stories on the meaning of Brotherhood Week.

ASSIGN for oral reports—great people of the world.

WRITE thank-you letters to visitors.

EXAMINE foreign picture dictionaries.

HAVE children use dictionaries and first-year language books to find words that are derived from "foreign" words.

TEACH words from foreign countries.

ASSIGN a research committee to use encyclopedias and history books to discover how Latin, French, and German words made their way into our language.

DISCUSS the growth of our language from various Indo-European languages.

MAKE maps (salt, paper, wooden) to:

TEACH pioneer routes west and show development because of topography and historical factors.

SHOW territorial growth of the United States.

TEACH the Revolution (map surrounded by pictures telling the story of the war; e.g. Paul Revere's ride, the Liberty Bell).

TEACH the Civil War (as above).

SHOW the location of different types of climate in the United States.

MAKE globes (balloon, clay, plaster of paris).

USE the globe in studying the different climatic regions of the world.

WIRE a large world map so that several countries may be illuminated.

PLACE a list of songs on the lower portion of the map.

MAKE a panel board to correspond with the countries wired for lights.

PLUG in on the panel board the countries represented by songs as they are sung.

USE the map also in connection with world study in social studies.

STUDY world news concentrating on communication skills:

DISTINGUISH fact from fiction, news reporting from editorializing.

KNOW where to go for factual information.

OBSERVE that some news organs have an editorial bias or slant.

LEARN to organize material sequentially.

LEARN to give a report orally and to listen effectively.

MAKE a time line tracing a country's history.

STUDY China.

LEARN to use chopsticks.

SIT on the floor (week or two).

DINE at a Chinese restaurant.

COMPARE the United States with places around the world.

Trading	Louisiana and Japan
Lumbering	Washington and Brazil
Farming	Nebraska and Australia
Fishing	Maine and Norway
Manufacturing	North Carolina and India

STUDY the different climatic regions of the United States.

COMPARE them with countries around the world.

POINT out the likenesses and differences between people in those areas.

STUDY explorers of other lands, and the influence they have had on our lives.

EXAMINE contributions to our culture by outstanding scientists, composers, authors, and artists of other lands.

SELL property abroad.

LEARN about climate, terrain, people.

FIGURE values, currency, exchange.

USE "Kites Around the World" to develop a unit of study.

Art—Make kites; study designs from other countries.

Science—Learn scientific uses for kites.

Social Studies—Do research on industries, climate, geography, animals, architecture, people.

Language Arts—Write stories about kites; write essays on feelings about kites.

COMBINE a study of spices, their origin, and explorers of the world.

Language—Prepare a dictionary of spices and herbs—the kind, where found, major uses, recipes.

Art—Make a frieze depicting famous explorers.

Social Studies—Make maps of routes of explorers, and/or the location of spice lands. Study the spice lands and the peoples of these lands.

STUDY the United States from the viewpoint of the contributions of immigrants.

STUDY famous American immigrants.

STUDY the different nationalities in the community.

COMPARE American communities with communities in other lands.

STUDY the origin of American customs, culture, traditions.

STUDY our holiday customs that come from other nations.

INVESTIGATE problems to be solved in other countries.

STUDY the United Nations.

DISCUSS the dependence of countries upon one another.

COLLECT dolls of different nations.

BRING samples of foreign products.

COLLECT recipes and talk about food from other nations.

DISPLAY objects representative of countries of the world (money, coins, stamps, dolls, etc.).

EXHIBIT book marks from around the world.

TEACH about education around the world.

TEACH about money of other countries of the world.

TEACH dances of other countries.

HELP foreign-born classmates.

PLAN activities of a UN Stamp Club to correlate English, writing, and social studies.

HAVE choral clubs present a program for service clubs using a theme like, "Around the World in Song."

PREPARE a PTA program built on dances around the world or voices of the world.

Ideas for the Classroom (Secondary)

Art

INTRODUCE tangrams, origami, Chinese brush techniques, Norwegian paper cutting, block printing.

STUDY the relationship of design, line, color, texture, shape, and form to the history of art throughout the world.

MAKE a scrapbook collection on Asian (or African, or another) art.

DISPLAY a series of posters reflecting the geography and/or culture of one or more countries.

DISPLAY a collection of works of art representing two or more nations, continents, or world regions.

EXCHANGE student art with a school abroad.

Biology

CONSIDER contributions of foreign nationals to biological knowledge.

1. Behavior	—Pavlov, Freud
2. Microorganisms	—Pasteur, Koch, Redi
3. Cell theory	—Schleiden, Swann, Perkinje
4. Microscope	—Leeuwenhoek, Jansen, Galileo
5. Conquest of disease	—Von Behring, Funk and Eijham, Lister, Ross, Fleming
6. Classification	—Aristotle, Linneaus
7. Human anatomy	—Cuvier, Galen, Harvey, Vesalius
8. Heredity	—Mendel, DeVries
9. Theory of evolution	—Darwin, Wallace
10. Medical research	—Curie, Ehrlich

DISCUSS the world-wide use of

1. Blood types.
2. Latin for names of biological specimens and structures.

MENTION (and perhaps develop and study) foreign-born biological scientists (Waksman, Cohn, Weiner, Schick, Landsteiner, Goldberger).

BE ALERT to possible approaches in the following areas of study:

Introduction to Biology

Foreign languages used to form biological terms.

Study of biology, especially of human anatomy, hindered by religion and superstitution.

International Congress to name biological specimens.

Living Organisms

Differences and similarities of plants and animals brought about by topographic and climatic conditions—sea life, birds, marsupials.

Foreign origins of important United States plants as ornamentals, weeds, and food—calla lily, Ginko, crab grass, dandelion, grains.

Biological control—lady bird beetle.

Foreign origins of important United States animals—domestic (Brahma, horse); insects (Japanese beetle).

Bird migration.

Food

Influences of other countries on United States' diets.

Comparisons of national diets relating life expectancies, infant mortality.

Deficiency diseases throughout the world.

Medicine

Foreign sources of medicine—quinine, Curare and other refinements of primitive medicines, sulfa drugs, DDT.

Drug addiction—importation from other countries.

Vaccinations for persons going to other lands.

Diseases

Epidemics—Asian flu.

Quarantines, inspections, fumigation and spraying imports.

Diseases important outside the United States—yellow fever, malaria.

World Health Organization efforts.

Nervous System

Normal distribution curve holds for world population for I.Q., brain size.

Reproduction

Seed dispersal—coconut palm, seeds in soil, on animals.

Male and female flowers—date palm.

HEREDITY

Race differences and similarities.

Cross breeding plants and animals for desirable characteristics . . . using stocks from abroad.

EVOLUTION

Eugenics—American Indian, Eskimo.

Fossils and other evidences of evolution throughout the world that prove parallel evolution.

North Atlantic Land Bridge.

Paleontology and anthropology—primitive man of the past throughout the world, and of the present in the South Pacific.

Geological evolution—world-wide continuity of geological strata during the different epochs, eras, etc.

CONSERVATION

Need for conservation—decline of civilizations.

Good conservation ideas from foreign countries—Japan, Black Forest, England.

Business Education

INVITE a foreign exchange student (or visitor) to visit business classes and describe his country's money, businesses, markets, dress, homes . . .

Advertising, Retailing, Salesmanship

STUDY sales campaigns conducted in foreign countries.

Techniques employed
Sample material
Periodical used

INTERVIEW foreign representatives of business.

CORRESPOND with foreign countries to learn about display ideas concerning merchandise.

TEACH about the International Monetary Fund.

Bookkeeping

EXHIBIT bookkeeping methods and business records from other nations.

VISIT foreign departments of companies doing business abroad.

Business Communications

SET UP questionnaires to exchange information about student activities.

VISIT travel bureaus to get brochures printed in foreign countries.

CORRESPOND with companies in foreign countries to get sample letters, forms, etc.

Business Law

PREPARE a unit on the International Court of Justice (bringing in foreign countries through research projects).

Business Math

USE a set of arithmetic problems showing the conversion values of United States dollars into two or more national currencies or vice versa.

Consumer Education

COLLECT and purchase foreign items directly from foreign companies and hold a bazaar.

Economic Geography

PRESENT a half-hour report on a foreign country using guest speakers, films, costumes, articles.

Office Practice

PREPARE a unit on the International Postal Union and/or the International Telecommunication Union.

STUDY the use of foreign machines.

COLLECT sample forms from foreign countries.

PREPARE a notebook collection of pictures, advertisements, and/or descriptions of various types of business machines in use in two or more countries.

Secretarial Practice

TYPE and mimeograph press releases from the United Nations on a current question for use by the participants in a model UN Security Council meeting at the school.

CONSIDER a secretary's day . . .

at the United Nations.
in a foreign embassy.
in a foreign department of an American business firm.
in an importer's office.
in a travel agency.
in the armed forces.
in an employment agency for placing foreign secretarial help.

CORRESPOND with embassies and bookstores abroad to accumulate material showing the United States as it is presented in geography books of various foreign lands in their own language and the presentation of their own country in their native language.

Ideas for the Classroom (Secondary)

Shorthand

GIVE dictation from United Nations materials.

CREATE an awareness of various shorthand systems.

INVITE a visiting Swedish business teacher to explain the curved line notebooks used in Sweden.

CORRESPOND with a foreign firm to order stenographer's notebook.

PRACTICE homework for several days on curved line notebooks.

STUDY the differences in set-up of the letter from Sweden and American letter forms.

Typewriting

INTRODUCE world affairs through a unit on the proper addressing of envelopes.

MOUNT a world map on the bulletin board.

LOCATE with thumbtacks the home cities of recent foreign visitors to the school.

CONNECT each thumbtack by means of colored thread with an envelope properly addressed to each of the visitors abroad.

EXPAND the display as students bring in names and addresses of relatives living abroad and with envelopes from incoming foreign mail.

USE for tabulation work and rough drafts:

Time zones in the United States.

Comparison of foreign and United States currency.

World-wide telephone time schedule for businesses calling from the community at noon local time.

TYPE paragraphs from travel books or books about another culture.

EXCHANGE model business form letters with two or more nations.

COMPOSE at the typewriter.

INSTRUCT students to insert a sheet of paper in the typewriter and center the name of the country about which he thinks he knows most.

PUT on the board some words to stimulate thinking: food, books, sports, music, art, customs, money, geography, climate, handicraft.

ENCOURAGE students to write on one or several topics using sentences and x-ing out whenever necessary.

RETURN the rough drafts the next day.

HAVE students type double-spaced the final copy.

POST the best papers on the bulletin board. (Examples)

"A Wonderful Chinese Meal I Ate in New York City"

"Fertilizer in India"

"Bullfighting in Spain and Mexico"

"Foreign Origin of Some of the Food in American Meals"

"Canals and Ice Skating in Holland"

English

SHOW slides of the Berlin Wall and Hitler's grave at Berchtesgaden in connection with the reading of *The Diary of Anne Frank* by Goodrich and Hackett.

INCORPORATE with reading about Dr. Thomas Dooley some study of the jungles of Southeast Asia.

DEVELOP a study and discussion of immigrants from a section in literature book entitled "All-Americans."

COMPARE the main characters in *Johnny Tremain* by Forbes, and *Kalena* by Booth.

MAKE a reading list that a (Brazilian) teen-ager might find useful in seeing how his counterpart lives in the United States.

READ books and magazines from a list prepared by the librarian, the social studies, homemaking and English teachers, to gather facts which will be revealed in an original skit.

USE world literature, even in translation, to learn how other people live, feel, and think about values, ways of living and ideas.

SHARE through literature the lives of peoples of the world, making sure that interesting differences and exotic customs do not obscure the basic humanity of all peoples.

ENCOURAGE the reading of biographies of peoples of other lands.

READ a biography of a non-American and point out in a written or an oral report:

Subject's effect on others.

Kind of home subject lived in.

Subject's solid claims to recognition and to honors bestowed on him.

READ novels with settings in other countries to find:

Human qualities (virtues and shortcomings).

Family having fun together.

Ways of worshipping.

Methods of solving individual's problems.

Information about occupations, school life, clothing, and foods.

Similarities between the (Egyptian's) and the student's needs, aspirations, and attitudes.

READ *The Negro in American Culture* by Butcher.

MAKE a comparison of Chinese and European-Chinese authors.

INAUGURATE a contract system of reporting whereby pupils may receive credit for a written report on a country (about which they have read a novel) including a contrasting of cultures.

DEVELOP programs in connection with the reading of Charles Dickens' works.

CONDUCT a panel discussion of the education, the cultural aspects, the historical background of Dickens time as well as the governmental structure . . .

PRESENT a skit "England, Yesterday and Today," patterning scenes after *Great Expectations* by Dickens.

PLAN an assembly program presenting Great Britain as a tourist might view it.

COMPARE United States customs (women, slavery, democracy) with those of Siam when reading *Anna and the King of Siam* by Landon.

READ *All About Language* and/or *Language For Everybody* by Mario Pei.

SHOW the American language to be largely a composite of other languages.

STUDY vocabulary (e.g. emphasizing the effect of the British in Africa).

TEACH the pronunciation of place names, and the names of nationals.

ENCOURAGE the investigation and discussion of words in literature (poetry, stories, letters), e.g. caste.

STUDY poetry around the world.

COMPARE a foreign festival with one in the United States.

MAKE relief maps to show ancient and modern Greece when studying Greek myths.

USE a world map to locate the setting of a book a pupil reads.

MAKE a booklet showing family needs and means of satisfying them in (India). Compare those in the United States.

SUGGEST the contents of a film about life in the local community emphasizing the features that would help a foreigner understand us.

READ newspapers or magazine articles about other countries and discuss them in class.

CONDUCT panel discussions providing experience in research and oral reporting as well as in understanding other cultures.

PREPARE in cooperation with a social studies class a panel discussion on an international topic.

OUTLINE a magazine or newspaper article relating to world affairs.

TAKE notes on articles showing the

Variety of ways of living in one region (or several).

Importance to the United States of that region (or those).

Drive for independence—(if applicable).

WRITE letters to young people abroad (in cooperation with a Pen Pal Club).

WRITE an essay.

"If I Should Move To (Nigeria)"

"As Real As Next-Door Neighbors"

WRITE to invite a speaker on international affairs.

WRITE an editorial on the problems of another land.

WRITE an essay on the works of a Nobel Prize winner in literature.

WRITE a critical essay dealing with novels, drama, poetry of another country or culture.

INTERVIEW a foreign visitor.

CONVERSE with a foreign visitor.

TELL a story (e.g. a folktale or one from the *Atlantic Monthly*, April, 1959).

GIVE a dramatization based on the biography of a notable (Norwegian), or on a piece of fiction.

ASSIGN for the week of October 24 in speech class talks on the history, importance, and future of the United Nations and its important figures.

Foreign Language

TRANSLATE into English a significant article on world affairs appearing in a newspaper or periodical of another language.

LIST idioms and their English equivalents, selected from the French or the German texts of the United Nations Charter, the Universal Declaration of Rights of Man, or any other important international document.

TRANSLATE pen pal letters for a school club.

TRANSLATE into American equivalents measurements for foreign recipes.

SHOW two brief films on education in Germany which explain the channeling of students at fifth grade level into middle school, college preparatory, or vocational school.

INCLUDE comments by a German-born teacher.

INVITE home economics and industrial arts classes.

Home Economics

STUDY fabrics around the world.

REPRESENT pictorially the native dress for men and women of other countries, contrasting it to that of the United States.

Ideas for the Classroom (Secondary)

MAKE a costume collection for use throughout the school system.

PRESENT a fashion show of costumes of other lands.

DISCUSS in sewing class the importance of this skill as an occupation in foreign countries.

COLLECT and display articles from other lands.

COLLECT and display cookbooks with recipes of other lands.

COMPARE recipes of other lands with those of the United States.

MAINTAIN a collection of foreign cook books.

PREPARE a booklet of favorite recipes of foreign dishes.

USE recipes brought back by a tourist teacher (with measurements translated to American equivalents).

PREPARE a meal with foreign dishes.

PLAN a special lunch program with the school cafeteria staff for National School Lunch Week to develop an appreciation of foods from other countries.

SPONSOR a foreign foods club.

READ about other lands (especially concerning holidays, foods, family living, schools, clothes).

MAINTAIN a file of material on foreign lands.

STUDY family living.

COMPARE the United States and other countries (food, dress, family life) accenting reasons for difference due to climate, soil, heritage, etc.

DISCUSS teen-age problems, here and abroad.

TRY to understand the significance of customs elsewhere (e.g. dating, wedding).

WRITE a report or an essay on life in another country.

CELEBRATE foreign festivals.

INCLUDE foreign customs in the celebration of some of our own holidays.

INVITE a visitor (someone from abroad or a local person who has lived or traveled abroad) to talk to the class.

TALK with people from other lands.

ENTERTAIN foreign visitors—reception for foreign students, or a luncheon, tea, or dinner for foreign visitors.

INVITE an elementary class studying a particular country or area to visit the home economics class.

SERVE them a dish from that country.

DISPLAY objects from that country (costume, art. . . .).

SHOW a film about that country.

Industrial Arts

DISCUSS where various materials used in woodworking come from (lumber, shellac, varnish . . .).

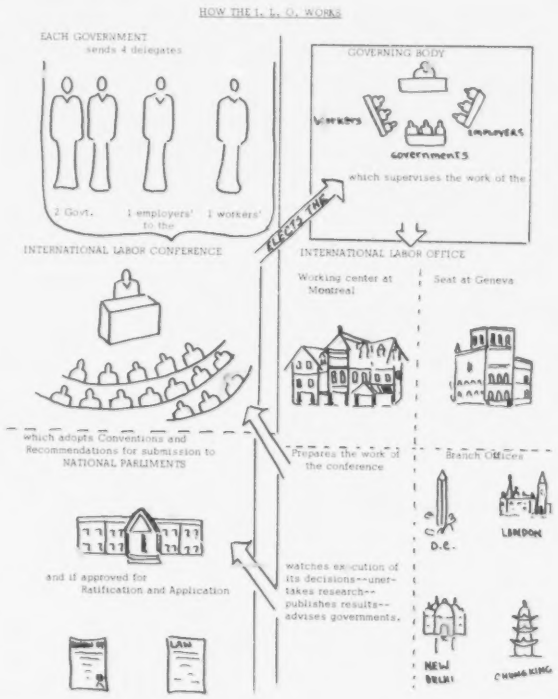
COLLECT pictures of different styles of dwellings in two or more climates and/or cultures.

EXHIBIT by means of mechanical drawing the processes of map making and globe making.

STUDY ceramics around the world.

COMPARE domestic and foreign cars.

DEMONSTRATE the problems of making interchangeable parts where two measuring systems are involved.



Library

EXAMINE collection for materials related to world affairs.

ACQUIRE additional materials on world affairs.

Periodicals from abroad

Periodicals in foreign languages taught in the school

Books with settings in other lands (fiction, travel, biography)

Books of geography and history of other lands

Materials (books, pamphlets, filmstrips) that relate to other phases of life abroad—art, music, foods, handcraft, games, industries, literature . . .

Records of music of other lands

PUBLICIZE materials the library has on world affairs (books, periodicals, filmstrips, slides, tapes, records, pamphlets).

CALL attention to magazine articles pertaining to world affairs.

PREPARE book lists and bibliographies.

PREPARE book lists on

immigrants.

contributions to civilization made by people of all lands.

DISPLAY materials.

USE a world theme on bulletin boards.

Mathematics

USE a set of problems from an entrance exam for a (Nigerian) secondary school.

COMPARE the curriculum in mathematics in the secondary schools of two or more nations.

USE problems dealing with latitude, longitude, foreign currency, distances around the world.

STUDY proposals for a world calendar and the implications involved.

STUDY the mathematical contributions of different countries (abacus, Roman and Arabic numerals).

STUDY the history of measurement . . . to show the interdependence of countries.

Time zones

History of numbers

History of geometry

STUDY the metric system.

COMPARE the British-American measurement system and the French metric system with problems to demonstrate conversions.

DISCUSS the importance of a universal system of measurement.

Music

USE recordings from foreign countries with English and literary correlation.

1. Rimsky-Korsakoff, *Scheherazade Suite*—Russia, Arabia (Tales from the Arabian Nights)

2. Grieg, *Peer Gynt Suite*—Norway (drama)

3. Strauss, *Till Eulenspiegel*—Germany (tone poem—"Till's Merry Pranks")

4. Kodaly, *Hary Janos Suite*—Hungary (Story of Hary Janos, Teller of Tall Tales)

5. Sibelius, *Finlandia*—Finland (Geographical development and nationalistic spirit)

STUDY music of Finland in connection with Sibelius centennial.

EXCHANGE tape recordings of solo and/or group performance with students in another country, as a basis for comparing school music, community music, and popular music.

EXCHANGE records, sheet music and/or photographs of musicians representative of our national heritage with students of other countries.

WRITE reports on such topics as:

"The Folksongs of _____: Their Characteristics and Effect Upon the People."

"The Evolution of Modern Orchestral Instruments."

"The Influence of History and Geography upon Composed Music."

"A Comparison of the Folk Music and Art Music of _____ and_____."

"Music Education in _____."

"Asian Orchestras: Their Instruments and Music."

"Radio and Television Programs Which Feature National Music."

PLAY records of music of other lands.

Physical Education

STUDY the Olympic Games.

PREPARE an oral report, or write an essay, on the organization of the Olympic Games, past or future.

DEMONSTRATE different kinds of equipment used in sports around the world.

USE heavy apparatus from Germany.

TEACH Swedish gymnastics.

CONDUCT physical exercise routines in a foreign language.

PRESENT a physical education demonstration—gymnastics and games of the world.

INVITE foreign visitors to discuss athletics in their lands.

PREPARE bulletin boards.

Folk dances around the world

Games around the world

TEACH games popular in other countries.

DESCRIBE or demonstrate national games of another country.

TEACH folk dances of other nations.

PERFORM, solo or in groups, folk dances of another culture.

ARRANGE a folk dance evening with different ethnic groups showing their dances.

SPONSOR a folk festival. Bring a foreign touring group. Visit with them.

Ideas for the Classroom (Secondary)

Science

STUDY (in unit on machines) the primitive machines of other lands (e.g. What machines were used in building Egypt's pyramids?).

PREPARE a bulletin board showing contributions of all countries to mechanical progress.

TEACH that science discoveries and inventions belong to the world.

EMPHASIZE men of science to prove that science is international.

STUDY the effect of nuclear power on the world.

DISCUSS international cooperation in the field of space exploration.

STUDY international implications of conservation study.

STUDY international communication among scientists.

INCLUDE where applicable the work of international organizations (e.g. International Atomic Energy Agency).

DESCRIBE the achievement or nature of the work for which a Nobel Prize was awarded in a scientific field.

DEVELOP a project or write a paper on a topic such as:

Comparison of Diets.

W.H.O. or I.L.O.

How Indigenous Animals Affect Culture (Agriculture, Transportation).

Conservation Problems . . . Programs.

The Exploding Population (Euthenics and Eugenics, Food Sources: Ocean Desert).

Soils and Their Effects on Culture.

Insect Problems (Quarantine and Control, Health).

How Indigenous Plants Affect Cultures from Standpoint of Food (Diet), Economy (Imports, Exports, National Business), Agriculture, Architecture, or Manufactured Essentials.

Social Studies

PREPARE a chart comparing the forms of government in two or more nations.

PRESENT a double-period assembly with an illustrated talk by a former missionary to Egypt followed by a discussion period.

DESCRIBE United States foreign aid to a given so-called underdeveloped country.

DRAW maps (or write an essay) to show, by world regions, the progress of the Industrial Revolution or the Democratic Revolution.

PREPARE a report, a term paper or essay on topics such as:

"New Map Patterns for Today's Newspaper Readers."

"The Population Explosion."

"How Should the United States Meet the Challenge of Communism."

"The Space Race" or "The Arms Race."

"The World We Want."

DISTRIBUTE during American Education Week and use for class discussion and/or written comment by pupils a sheet containing comments on American education by an exchange teacher.

CONDUCT a debate on the United States role in Vietnam.

Seventh Grade

EDITOR'S NOTE. In social studies classes in New York State seventh graders study United States history with emphasis on the history of their own state.

EXTEND the study of the Iroquois Indians to other aborigines (the Bantu of South Africa; the Miao of China; the Maori of New Zealand—their treatment, folk dances, crafts . . .).

EXTEND the study of the patroon system, tenant farming, and land reform to cover some discussion of land reform in China under Communism.

COMPARE farming in New York State with farming in China, India, and Japan.

INCLUDE with the study of industry in New York State a discussion of Japan's problems, Red China's need for markets, and the cause of some Japanese students' anti-American feeling.

EXTEND the study of religion in New York State to include world religions.

MENTION the untouchables of India and race problems around the world when studying races and nationalities in New York State.

INCLUDE in a study of New York City some discussion of the United Nations.

INCLUDE emancipation in the East when studying women's rights.

Miscellaneous Approaches to World Affairs

Activities

DRAW
MAKE mobiles
MAKE murals
MAKE masks
MAKE maps
BUILD models
PLAY games
SING
DANCE
ENTER or SPONSOR contests
INVITE visitor
MAKE tapes
WRITE letters
PREPARE meals
MAKE costumes
DRESS dolls
LEARN foreign words
TRANSLATE
PREPARE bulletin boards
DO research
OUTLINE
TAKE notes
GIVE reports
WRITE essays
PREPARE booklets
PRESENT panels
WRITE and perform skits and plays
PRESENT assemblies
TAKE tests

Resource People

CHECK

- Library
- Service clubs
- Newspaper reports, of speakers, and visitors

USE

- Students in
  - class
  - building
  - city
  - area
- Teachers in
  - building
  - city
  - area
- Residents of community and area
  - Clergy
  - Business
  - General
  - Hospital
  - Foreign-born
  - Lived abroad
  - Traveled
  - Peace Corps

Teaching Aids

Photographs
Post cards
Postage stamps
Greeting cards
Menus, recipes
Calendars
Business letters
Travel folders
Posters
Pictures
Paintings
Magazines
Newspapers
Pamphlets
Books
Maps
Globes
Flags
Objects
Films
Filmstrips
Tapes
Transparencies
Slides
Records
Radio
Television
People

Topics

PEOPLE

Friends near and far	Children	Immigrants
Families	Teen agers	Scientists
Policemen	Mothers	Explorers
Fathers	Workers	Famous people

FAMILY LIFE

Clothing	Furniture	Foods
Health	Homes	Toys

CUSTOMS

Marriage	Festival	

MUSIC AND ART

Handcraft	Dances	Instruments
Musicians	Songs	Artists

ACTIVITIES

International competition	Sports	Games

GENERAL

Schools	Language	Metric system
Travel	Business	Transportation
Money	Mountains	Communication
Stamps	Landmarks	Organizations
Religion	Government	Architecture
Animals	Newspapers	Famous buildings
Insects	Dictionaries	Literature
Dolls	Pets	Books
Weather	Statues	Flags
Contemporary problems		

Miscellaneous Approaches to World Affairs

Extra-Curricular

Situation plays

Junior Red Cross Club
- Gift box program
- International school correspondence program
- International school exhibit material program
- International album program
- International school art program

Clubs

Foreign Foods	Newspaper
Junior Red Cross	Science
World Affairs	Square Dance
Pen Pal	Outing Club
Stamp	Art Stencil
Coin	Foreign Language
A.F.S.	Current Events

Future Home Makers of America
Speakers Corps

Exchange

Books	Information
Art	Tapes
Teachers	Students

Bulletin boards

Assemblies (large and small)

Plays	Skits
Speakers	Panels

Questions Children Ask About A Country

What do people eat, wear?
What kinds of houses do they have? Games, animals, plants, holidays?
Do children belong to the Scouts?
When and where do children meet? What do they do?
Do people have statutes?
What are their feelings about war?
What kind of number system do they use? Language? Alphabet?
What diseases do they have? What treatment?
Are they famous for anything?
What kind of schools do they have? Clothing? Money? Religion?
What kind of transportation do they use? Jewelry? Time?
What climate do they have? Cities? Bodies of water? Population? Race of people?
What government do they have? What kind, officials, head, flag? Do they belong to the United Nations?

Themes

ANCESTORS—research, report
BROTHERHOOD WEEK
COMIC BOOKS in other languages
COMPARE food and clothing around the world
DESERTS of the world and their people
FOLK stories of several cultures
GEOGRAPHY and history of selected nations
HANDS across the sea (Brotherhood)
HELPERS (beginning with community, going beyond)
HOLIDAYS of selected nations
HOMES of selected nations
JAPANESE paper folding, kite-making, flower arranging
MONEY VALUES—study of foreign currency
MUSIC of African nations
POETRY around the world
POLITICAL PROBLEMS of emerging nations
PROSE AND POETRY around the world
SONGS of other countries
TRAVEL in other lands
"YOU ARE CITIZENS OF THE WORLD"

Study of a Country

Map Study	world maps globes	air routes steamship routes
Social Studies	passport	landmarks
Math	distance currency	time
Language Arts	diary reading	letters requesting information greetings in other languages
Science	weather health	clothing
Art	drawings of people and places	
Music	songs	
Physical Education	dances	games
Miscellaneous	coins stamps	scrapbooks organization (planning a trip)

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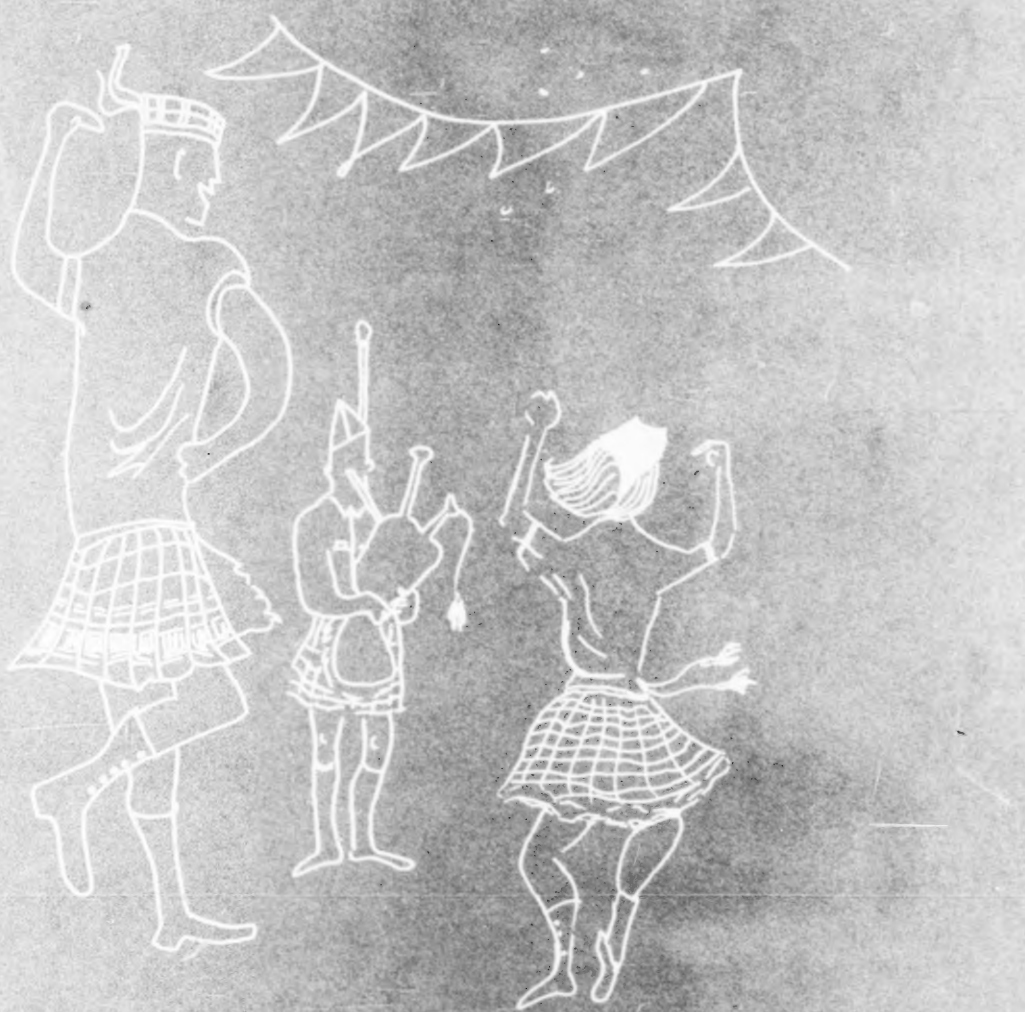
Appendix



The playlets, assembly programs, and directions presented in this section are not so much for copying, as to give an idea of what can be done. The real value in this type of activity will come from the spontaneous ideas of your class as they prepare a program of their own.

Fourth Grade Assembly Program on Japan

(Each speaker is announced with the sound of a gong before and after his speech. Each speaker bows low before and after his speech.)

I Mina—san, Konnichi wa.
Good morning children, kind friends, honorable parents and wise teachers.
We like to tell a small story of little islands called Japan,
Far away at the western end of the rolling waves of the Pacific Ocean.
Will you listen, please, to the story of Japan?

II Ancient legend tells of Amaterasu—O—Mi—Kami.
All the children in Japan know the name means Goddess of Sun
The Goddess waved a magic scepter when the world was a brand-new baby
From her scepter four shiny dew drops fell in the dancing ocean.
Lo! Where dew drops land now float four main islands!
This is how the land of cherry blossoms has the honor to be born.

III Japan looks like a string of tiny pearls on a map
Little islands sitting side by side in the great Pacific.
The great land of Asia looks like a giant father—
Standing close by—watching hundred children.

(Children unroll large map of Japan)

IV Japan is honored by a long history—
First emperor sat on throne long before the Star of Bethlehem took its journey.
Each century strangers walk heavily on the soft islands.
But Japanese people love their islands.
They say to the strangers—go home—leave our country.
Culture came to Japan from China.
Japan learned many things.
Japanese merchants sailed through morning mists to other shores,
Returned with many things for ones they love.
Everyone bowed low to honor the mighty sailors sailing on the big blue field.
The big blue field that you call far eastern sea.

V In the sixteenth century other strangers came to Japan.
The island people, gentle, peaceful, happy
Welcomed these new faces that spoke of goodness and love.
But the rulers saw the strangers as ugly frogs
Always croaking, croaking, croaking.
They were afraid the strangers would overrun Japan,
And they told the ugly frogs to go home.
Turn the key in the big lock, say goodbye—
Door to the little islands stayed shut 200 years.

VI Great man Commodore Perry from America
Knocked on Japan's door so loud
Ruler finally said Come In!
Japan was very fortunate.
America tells ruler many things.
Ruler listens carefully.
Soon Japan is most eager to be like America.
Many changes—people voting, baseballs scattering the plum blossoms, factories, trains going faster than oxcarts.
Japan even owns new countries—
But the big second war of the world takes them away.

VII In Japan proud mountains are most impressive.
People rush to see them from their windows.

Fourth Grade Assembly Program on Japan

Fuji-yama, biggest and noblest of all mountains,
A flowery moor for shoes, a hat of fresh white snow.

(*School orchestra plays "Fuji-yama"*)

VIII Japanese are little people—not tall like us
Like little houses, little birds and little pictures.
One must be little to live in such a little country
Japan fits inside California without bending over
But Japanese people are many, many, many
As many as live in one half of the United States!
Conclusion:
No one in Japan is ever alone.

(*Children come to front of stage to exhibit picture, bird in cage, piece of art work*)

IX I have the honor to live in Kyoto.
A very old city
A very important city
Illustration:
Twice the capital of Japan
Many Shinto shrines
Honorable Buddhist temples
Palaces at the end of a lovely garden
Gates of silver, roof tops of gleaming gold.

X A great white Fuji—
A tiny parasol—
A falling cherry blossom—
Japan is filled with charm and beauty—
When the glowing sun sinks behind majestic mountains
Every Japanese is proud all over

XI Day is almost over–nightingales are starting their night songs–
Sit, my friend, on the pillow.
Pour in the oil, and light the tiny lamp.
While the distant temple bells ring softly
We'll share a quiet peaceful hour
Our most favored time—tea time.

(*Pantomime of tea time*)

XII In Japan little fishing boats are seen all over.
Drawing in nets with long curved ropes.
Fishermen are catching fish—
Bringing them home to mothers, sisters, brothers.
Fishermen are lucky—
Japanese water is full of many fish.
Conclusion:
Fish for supper every day!

XIII Japanese mother sweeps the house clean
Children take off their shoes at the door.
Quiet little peaceful homes—straw mats on the tidy floor—
It is not easy for you to understand.
The only loud noise—insects chirping in the country!

XIV Picture of Japanese house is very simple.
Wooden walls,
Sliding doors—make big rooms or tiny rooms
Japanese house may be smarter than American house?

XV Japanese love a pretty garden.
Flowers make them happy
Poppies, lotus blossoms, plum trees,
Bright butterflies flitting through blue iris.
Best thing to see Japan in the spring.
Earth is proudest then.

(*Girls bring in flowers and arrange them in a vase*)

XVI Most important day comes in snow season—
New Year's Day
Great preparations
Many visitors—
Days filled with laughing and fun
Happiness is a fine thing.

XVII In the fall of the year the Moon looks big to tiny Japan
It is bad manners not to honor moon
So—
To celebrate Full Moon Festival.
Harvest is brought in from fields.
Tiny flowers arranged for celebration.

XVIII Japanese are most eager to perform traditional dances.
Maidens are doing same steps like mothers.
Taught to them by their mothers—

Conclusion:
Japanese dances are very old.

(*Record of Japanese music furnishes background for a dance by the girls using their fans*)

XIX Almost day time!
Hurry! Firefly light will go out!
Cannot see to catch crickets.
Quiet!
Door of bamboo cage is open—
Cricket is not able to see trick.
Cricket will jump in cage.
He cannot think like we do.
We laugh!
Cricket life is short—but "HAPPY".

(*Boys pantomime catching crickets in cages*)

XX Delightful sight
Girls with summer parasols—
Singing as they spin.
Parasols are charming—
Parasols are bewitching—
Pretty twirling pictures make happy dancing song.

(*Girls, twirling parasols to recorded music, sing, "Pictured Parasols"*)

XXI Rest of world is not like Japan
But Potomac Basin lined with Japanese cherry blossoms.
A gift from us to you.
We are proud of lovely blossoms—glad to know many Americans travel far to see them.
But do not stay to watch blossoms fall.
This is sad time—
When West Wind carries drifting petals far away—

(*Class sings "Sakura"*)

XXII These are little flower poems we like to tell you.

POPPIES

O winds of Heaven, pray
A moment calm your tumult,
For the poppies bloom today.

CROCUSES

The sunrise tints the dew,
The yellow crocuses are out,
And I must pick a few.

DAFFODILS

In spite of cold and chills
That usher in the early spring,
We have the daffodils.

XXIII Friends of the Moon, the Wind,
Friends of Mountains, Crickets, Frogs and Flowers—
Little Japanese loves each little tender piece of world.

XXIV Japan is remembered as land of sunshine and rice fields.
Not always so.
Winter is sometimes violent.
Heavy snow rests on the temple roof.
Buddha stares at me with a long icicle on his nose!

XXV Little story is now completed.
Do you think you like Japan?
Children, kind friends, honorable parents and wise teachers,
Sayonara!

Our World

Part II — Play Manuscript

CHARACTERS:

Mother
Patty, Mark } Twins

Group--All other children in the class
(Chair numbers will be used to designate those who have special speeches.)

NOTE: The children's own wording is used, even though not always gramatically correct.

Stage Diagram

Using Center of Kindergarten Room for Stage Area

(Back Row of Children)

3
2 4
1 5

(Front Row of Children)

11 12 13 14
10 15
9 16
17
18
19

Three First Graders
8C
7B
6A

(Mother)
X

(Patty)
X

(Mark)
X

Group enters from here. . . . to chairs

(Shelf of Model Scenes)

Jungle
Desert
Arctic

(Audience Here)

Our World

An Original Creative Drama
Time: 40 Minutes

A singing group of eight members comes on stage and sings this original verse to the tune of "When We March," Music for Young Americans–Kindergarten *by Berg.*

"Oh, when we go around the world,
Oh, when we go around the world—
Oh, don't you want to come with us
When we go around the world?"

SPOKESMAN FOR GROUP. Good afternoon, everyone. We have been learning about the world. We made a little play about it. We will do it for you now.

Singers go back off stage area and join their proper line. There they wait until called on stage later. Mother enters and sits in her chair.

MOTHER. The twins will be home from school soon. They'll have their report cards. I hope they passed!

Enter twins. Patty and Mark. They remain standing. Each carries a report card. Together they carry the big globe.

TWINS. (*Together*) Here's my report card!
MOTHER. Let's see if you passed. (*She reads each one aloud.*) Promoted to first grade. Promoted to first grade. I'm very proud of you. (*Stands up.*)
MARK. Look what we've got!
MOTHER. A globe?
MARK. Yes. We made it in school. The teacher said we could keep it.
MOTHER. You learned about the world in kindergarten?
MARK. Yes—we learned lots of things!
MOTHER. Tell me about it. (*Sits down.*)
MARK. Let's call our friends to help us.
PATTY. O.K. I'll call them. (*Steps to edge of stage area.*) Come, kids, help us tell Mother about the world!

(*The children file on stage and sit in their proper rows.*)

No. 13. Let's show them the pictures we made, first. Come help me. (*Shows the one "The World is Round." Then seven other children follow her in a line. Each tells about one picture, saying—*)

No. 2. The world has land and water.
No. 3. The earth has dirt, hard rock, and way in the middle, firs. That's why we can't dig a tunnel way through the earth.
No. 4. In the rock are wonderful things: gold, silver, iron, jewels, coal, oil. (*Points to each one.*)
No. 5. All around the world is air. Way out beyond the air is the sun. Clouds are in the air, too. (*Points to these things.*) Without air we couldn't breathe. We would die. So would plants and animals. Without air birds couldn't fly. We couldn't fly airplanes. Without air we couldn't hear sounds. We couldn't hear birdies sing. The sun is the world's lamp and stove. Without the sun we would have just night time. Without the sun we would freeze to death.
No. 6. People live on the earth.
No. 7. Animals live on the earth.
No. 8. Plants live on the earth. (*Walks to picture.*)
MOTHER. Look, you've got people upside down!
No. 6. No, we haven't. You see, UP is toward the sky. DOWN is toward the ground. We keep our feet down on the ground. We keep our heads up in the air. See—they've got their heads in the air, and their feet on the ground. (*Points.*)
MOTHER. Why don't we fall off?
No. 6. I'll show you. (*Both walk to globe.*) Watch me pull this doll away from the earth. (*Does so, and lets rubber band snap back quickly.*) What happened?
MOTHER. The rubber band pulled the doll right back to the earth.
No. 6. Yes, that's how gravity always pulls us back.

(*They all sit down in their chairs.*)

No. 10. I want to tell some more about the sun. (*Gets light attached to lead cord. Brings it close to globe.*) Twins, please turn the globe the way the world really turns. (*Twins turn globe on axis, slowly.*) What's happening?
MOTHER. Well, part of the world is light, and part of the world is dark.
No. 10. Yes. That's why we have day and night. Now—look again. (*Twins hold globe still.*) Where is the sun shining a lot?
MOTHER. Right here by this belt.
No. 10. Yes. We call that the hot belt. There are jungles and deserts there. Now where is the sun shining only a little?
MOTHER. At the top, and at the bottom.
No. 10. Yes. They are the cold lands. (*Puts light away.*)

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PATTY. Mother, when we found out there were hot lands and cold lands, we went to visit them. Would you like to go?

MOTHER. Yes! I hope we go to a jungle. I've always wanted to see one.

No. 11. May I take you to the jungle, then?

MOTHER. Yes.

(*Holding hands, they walk to the jungle model scene.*)

Jungle Conversation

No. 11. This is what a jungle looks like.

MOTHER. Oh, isn't it beautiful. See all the pretty flowers, and the big birds, and BLUE butterflies! (*Picks up coconut shell.*) What's this?

No. 11. That's a coconut shell. This is a coconut tree. (*Points to one on scene.*) We climb up the coconut tree. We pick a coconut. We break it open. We drink the white milk inside it. We eat the white coconut meat. Then we use the shell for a bowl.

MOTHER. What a good idea. (*Touches malaka.*) Is this a barn?

No. 11. No, That's a big house, or malaka. Many families can live in it. Each has his own corner.

MOTHER. (*Peeking in malaka door*) Where's the furniture?

No. 11. We don't use much furniture. You see, we move about often, and we don't want a lot to carry. We sit on these grass mats. (*Shows one.*) We eat from clay dishes. (*Shows one.*)

MOTHER. Why is that house up so high?

No. 11. See this big river?

MOTHER. Yes.

No. 11. Well, sometimes the water gets very deep and wide. It would come right in our house. So we put our houses up on stilts, and climb up a ladder to get in.

MOTHER. What fine idea! Why is the tall fence around this house? (*Points*)

No. 11. That's to keep lions and tigers from getting into our house while we are asleep.

MOTHER. I guess you have to be very brave to live in the jungle.

No. 11. You do!

MOTHER. What is this dish?

No. 11. It's a stewing pot. We eat lots of stew. We cook it outdoors so our house won't get hot and smoky.

MOTHER. That's like our picnics! What kind of tree is that?

No. 11. It's a casava tree. We use the roots to make casava bread. Then we eat the leaves for a vegetable.

MOTHER. Is this a garden?

No. 11. Yes.

MOTHER. What's in it?

No. 11. Squash, sweet potatoes, beans, pumpkins.

MOTHER. What are these pails on the trees for?

No. 11. They are rubber trees. My daddy gathers the rubber sap every day. He cooks it into a hard ball, then sends it to a factory.

MOTHER. Is that where my rubber boots come from?

No. 11. Yes.

MOTHER. I think the jungle is just beautiful. I knew I'd like it.

(*Both return to their seats.*)

No. 14. (*Recites monkey poem. See Unit.*)

No. 18. (*Recites leopard poem. See Unit.*)

(*Singing group sings jungle song.*)

Desert Dialogue

PATTY. May I take you to the desert, Mother?

MOTHER. Yes.

(*Holding hands, they go to desert model.*)

PATTY. This is what a desert looks like.

MOTHER. Isn't there any grass?

PATTY. Not much. Do you see those mountains? (*Points to them.*)

MOTHER. Yes.

PATTY. Well, they keep the rain away. So we have mostly sand.

MOTHER. (*Touching tent*) Is this a house?

PATTY. Sort of one. You see, this shepherd (*Touching figure*) has to move his sheep every day to find a little grass. So he has to have a house that can move with him.

MOTHER. I guess he does. What's this little girl doing? (*Pointing*)

PATTY. She is learning to make beautiful rugs. It takes years to make one.

MOTHER. It's very beautiful. Is this a stewing pot, too? (*Holds it up.*)

PATTY. Yes. We eat lots of lamb stew.

MOTHER. (*Making a face*) I don't like your animals. Big snakes, lizards, big turtles, and horrid black spiders.

PATTY. And their bites are poisonous, too.

MOTHER. (*Shaking head*) I wouldn't like that! Why so many camels?

PATTY. They are the best animal for travel in the desert. You see, their feet are so wide they won't sink deep into the sand. And they can go a long while without a drink. If they can't find food, they live on the fat in their hump.

MOTHER. They really are good for the desert. What's this queer plant?

PATTY. It's a cactus. They like to live in the desert. See how fat their stems are? They store up lots of water.

MOTHER. (*Sees oasis pool.*) I thought you said there wasn't any water in the desert.

PATTY. Once in a while there is a spring. It makes a pond. We call it an oasis. Many people live by an oasis. They can have nice gardens.

MOTHER. What's in your garden?

PATTY. Olive trees, fig trees, apricot trees, grapes, wheat, melons, squash.

MOTHER. M'mm, M'mm, those melons look good! Are those more coconut palms? (*Points*)

PATTY. No, they are date palms. We raise lots of dates.

MOTHER. I like your desert. But I like the jungle better.

(*Both sit down.*)

No. 9. (*Recites camel poem. See unit.*)

(*Singing group sings camel song.*)

(*The three first graders go off to a corner and pretend to be writing.*)

Arctic Dialogue

No. 18. May I take you to the Arctic?

MOTHER. Yes.

(*They go hand in hand*)

No. 18. This is the Arctic.

MOTHER. No trees!

No. 18. No, it's too cold. Trees can't grow.

MOTHER. How too bad. I think trees are beautiful.

No. 18. Eskimo boys and girls don't know what a tree looks like.

MOTHER. Why those big snow balls?

No. 18. They aren't snow balls—they're houses.

MOTHER. Houses! Made of snow?

No. 18. Yes. We call them igloos. We crawl into them through this tunnel.

MOTHER. Why don't you have a door?

No. 18. It would let in too much cold.

MOTHER. (*Feels a fur suit on a paper doll.*) M'mm, this fur feels soft and nice.

No. 18. That's seal skin—our favorite fur. Did you know we wear *two* fur suits in winter?

MOTHER. My! It must get very cold.

No. 18. It does!

MOTHER. Is this a dog pulling a sled? (*Points*)

No. 18. Yes, that's the way we travel.

MOTHER. That must be fun!

No. 18. It is.

MOTHER. (*Pointing*) What's this queer boat?

No. 18. It's a kayak. Only one person can ride in it. Daddy goes hunting in it sometimes.

MOTHER. What's that queer animal with the long teeth? (*Points*)

No. 18. That's a walrus. They have nice fur, too. And they're good to eat.

MOTHER. What's that man got? (*Points*)

No. 18. That's a harpoon. He's going to try to kill that seal.

MOTHER. Isn't this a polar bear? (*Points*)

No. 18. Yes. We have lots of them. And they are very dangerous.

MOTHER. And there are Santa's reindeer! (*Points*)

No. 18. We have lots of them, too.

MOTHER. The Arctic looks so cold and lonesome. I still like the jungle best.

(*Both sit down.*)

No. 16. (*Recites seal poem. See Unit.*)

(*Singing group sings Eskimo Song.*)

(*Enter three first graders—A, B, C. Each carries his or her question sheet.*)

CHILD A. We've been making up a "think game." Want to play it?

GROUP. Yes, How?

CHILD A. Well, we ask you questions. You have to think out the answers. So put on your thinking caps.

(*Children pretend to do this.*)

(*A turns to B.*)

CHILD A. You go first!

(*B goes to back row, asks each child a simple animal question. Child will answer with one word. Then B comes to front row and Mother and Twins, and Children A, B, and C ask each child a thought question. Each will answer simply, not always in complete sentences. See questions and answers following.*)

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Our World (Play Manuscript)

Simple Questions

Animal questions for slow learners, or children with bad speech handicaps.

1. I am tall, and have a hump on my back. What am I? Camel.
2. I live in the jungle water, and bite. What am I? Crocodile.
3. I am fat and furry, and live in the Arctic. What am I? Seal.
4. I look like a big cat, and have stripes. What am I? Tiger.
5. I swing by my tail in the tree tops. What am I? Monkey.
6. I am called "the king of beasts." What am I? Lion.
7. I am the biggest fish in the sea. What am I? Whale.
8. I crawl on the ground, and have a poisonous bite. What am I? Snake.

Thought Questions

For all other children in the group. Child A begins at one end of this front row, and asks each child a question until his reading list of questions is finished. Then Child B continues. After completing the row, plus Twins and Mother, Child B starts the row again, until his questions run out. Then Child C continues until his questions are completed. These three first graders *read* the question sheets.

Child A's sheet

1. Mother said, "Don't go near a crocodile." Where do I live? In the jungle.
2. Daddy said, "I'll take you seal hunting today." Where do I live? In the Arctic.
3. I often travel in a dugout canoe. Where do I live? In the jungle.
4. I ride a camel. Where do I live? In the desert.
5. I help Daddy drive his dog team. Where do I live? In the Arctic.
6. I grow bananas in my back yard. Where do I live? In the jungle.
7. I wear wool clothes in winter. What do jungle people wear? Just shorts. They don't have real winter. They don't know what snow is.
8. I always have little puppies to play with. Where do I live? In the Arctic.
9. Do jungle people watch TV? No, they don't have electricity. But a grandfather in the tribe tells stories to all the children. That's fun.
10. Jungle people use what to hunt with? Bows and arrows. And blow guns.
11. What is a "bush" school? In the jungle, people live in small tribes. Their homes are in wild country—"the bush." So fathers teach boys what they need to know to live in the jungle. Mothers teach the girls what they need to know. That's all the school the jungle boys and girls have. They don't go to a school building. They don't learn to read and write as we do.

Child B's sheet

1. Daddy said, "Help me fill the water bags for our trip." Where do I live? In the desert.
2. Mother said, "Oh, go watch the monkeys!" Where do I live? In the jungle.
3. Jungle people have no big furniture. Is this because they are poor and lazy? No. But they move a lot. They don't want much to carry.
4. In winter, I sleep under wool blankets. What do Eskimos use? Fur sleeping bags.
5. Mother said, "Come, have a nice, fresh drink of camel's milk." Where do I live? In the desert.
6. Why do Eskimos eat their fish almost raw? Because they can only have a little fire. A big fire would melt their house down.
7. Where does it rain a little every day? In the jungle.
8. Name four things we can thank jungle people for. Bananas, zoo animals, rubber, coffee.
9. Where could you get a bad sun and wind burn? In the desert.
10. Desert people work mostly in the early morning, and the evening. They sleep and rest in the middle of the day. Is this because they are lazy? No, it's too hot to work in the desert in the middle of the day.
11. I earn my living pulling sleds across the snow. What am I? A "husky" dog.
12. I said to my friend, "I'll race you up a coconut tree!" Where do I live? In the jungle.

Child C's sheet

1. My daddy fishes with a fish pole. What do Eskimos use? A harpoon.
2. You would have to be very brave to live in the _____. Jungle.

3. Name something to thank desert people for. Dates.
4. Daddy said, "Come with me to gather the rubber juice." Where do I live? In the jungle.
5. You would have to be very strong and healthy to live in the _____. Arctic.
6. Where do you find an oasis? In the desert.
7. Name one thing to thank Arctic people for. Fur, fur coats.
8. I like to climb the coconut palms. Where do I live? In the jungle.
9. Where does your mother and daddy's coffee come from? From the jungle.
10. Why do desert people wear such funny clothes? They aren't funny; they're sensible. They keep the wind, sand, and sun off the people's skin, so they won't get sunburned.
11. Eskimos are a very *sad*, or *happy*, people? Happy. They laugh a lot.
12. Of all the peoples you study, who wears the most clothes? The Eskimos. Because it's so cold in the Arctic.

CHILD A. You certainly have learned a lot about the world. It makes us think of a poem we know. Want to hear it?

GROUP. Yes!

(*The three first graders recite in unison the poem, "Everybody." See Unit.*)

(*Everyone sings these two original verses of the song used as an opening number.*)

Oh, we have been around the world—
Oh, we have been around the world.
Oh, aren't you glad you came with us,
When we went around the world?

Goodbye for now. Our trip is done.
Oh, we have been around the world.
Do come again, and visit with us,
When we go around the world.

SPOKESMAN. This is the end of our program. Thank you for coming.

(*Children go to their parents*)

A Primary Grade Looks at Mexico

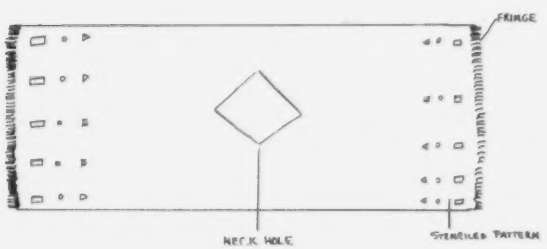
Instructions for Art Work

Serape

1. Materials

Brown wrapping paper 58 inches long	Crayons
Scissors	Stencil

2. Directions
   a. Color 6 inches of each end of wrapping paper different colors and fringe the paper.
   b. From a stencil the children cut out and color the designs which they paste on both ends of the paper.
   c. Cut neck hole and tape the edges so the paper will not cut the necks of the children, or tear.

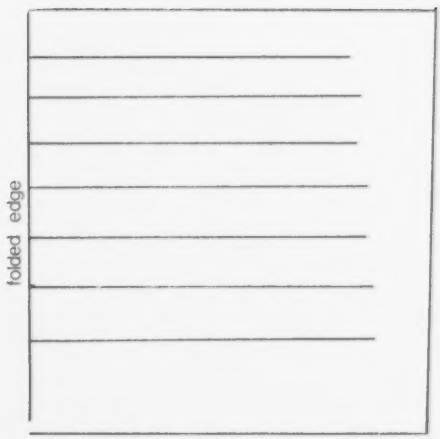


Gaily Patterned Pottery

1. Materials
   Good quality paper plates Crayons Paints
2. Directions
   a. Color very heavily a bright design.
   b. Paint over it with a thinned contrasting color paint.

Woven Place Mats

1. Materials
   Large piece of colored construction paper and strips of a contrasting color
2. Directions
   a. Fold large piece of paper in half.
   b. Cut in from the folded edge to nearly the outer edge (about 1½ inches).
   c. Weave in different colored strips to give the checkerboard effect.



Piñata

1. Materials

Oatmeal box	Construction paper	String
Crayons	Paint	Paste

2. Directions
   a. Decide on shape of piñata (star, deer).
   b. Cover oatmeal box with construction paper, or paint it.
   c. Form desired shape.
      1. Deer
         a. Make head and attach flat at one end of box.
         b. Make tail and attach at other end.
         c. Make legs and attach through holes made in box.
      2. Star
         a. Make two stars.
         b. Attach one at each end flat against box.
   d. Suspend from some high object in the room.

Directions for Sombrero Cake

1. Bake: 1 layer cake, 12 inches in diameter
   2 layer cakes, 8 inch in diameter
   1 layer cake, 6 inches in diameter
   1 layer cake, 4 inches in diameter
2. Use lemon pudding for frosting between layers.
3. Use white boiled frosting on the outside of the cake, filling spaces between tiers for a smooth tapering effect.
4. Decorate with a different colored frosting and different kinds of candy.

Footnotes

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